

**Prescribed by the National Curriculum & Textbook Board
as a Textbook from the academic session 2007**

**ENGLISH GRAMMAR AND COMPOSITION
CLASS SEVEN**

Writer

Sadruddin Ahmed, Ph.D.

Editors

Md. Omar Kazi

Md. Motiar Rahman

Syeda Nurmahal Ashrafi

Mst. Umma Kulsum

NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

Published by
National Curriculum & Textbook Board
69-70, Motijheel Commercial Area, Dhaka.

[All rights reserved by the Publisher]

First edition : December, 2007
Revised Edition : December, 2008

Reprint : July, 2013
Reprint : July, 2014

Cover
Sudarshan Bachar
Sujaul Abedeen

Computer Typesetting
Perform Color Graphics (Pvt.) Ltd.

Design
National Curriculum And Textbook Board

For free distribution from academic year 2013 by the Government of Bangladesh

Printed by: Paper Processing & Packaging Ltd, Bashundhara Avenue Road, Bashundhara R/A, Dhaka-1229

Preface

English Grammar and Composition' for class seven has been written in accordance with the approved curriculum of the National Curriculum and Textbook Board (NCTB).

English Grammar is not included explicitly in the existing English textbook based on communicative approach. For this reason the general students face difficulties to solve grammatical problems as well as to compose expressions. People from different corners raised this question and suggested to introduce grammar explicitly. Henceforth NCTB in accordance with the recommendations of the experts/workshop has undertaken the endeavour to prepare this book.

The aim of this book is to bring about a change in teaching and learning English Grammar and Composition - a change that will enable the learners to use grammar in context. Practice in composition tasks will help to develop the learners' writing skill. It will encourage and make them confident to write their own thoughts, ideas and feelings. This will also relieve them from memorizing compositions for preparing themselves for examinations.

I hope the book will be of great help to the students in learning English effectively.

I am thankful to Professor Dr. Sadruddin Ahmed for undertaking the great effort to write this book. I also thank Md. Omar Kazi, Md. Motiar Rahman, Syeda Nurmahal Ashrafi and Umma Kulsum for editing the book.

I would like to thank a lot of other people who were involved in the process of publishing the book.

We will consider our endeavour fruitful if our students find the book useful.

Suggestions from any corner for further improvement of the book will be cordially considered.

Professor Md. Abul Kashem Miah

Chairman

National Curriculum & Textbook Board,

Dhaka

Contents

| Subject | Page No. |
|-----------------------------------|----------|
| 1. Nouns : | 1 |
| 2. Pronouns : | 12 |
| 3. Adjectives : | 26 |
| 4. Adverbs : | 34 |
| 5. Prepositions : | 44 |
| 6. Articles : | 53 |
| 7. Degrees of Adjectives : | 68 |
| 8. Verb (to be) | 72 |
| 9. Verb (Transitive) : | 76 |
| 10. Modals : | 80 |
| 11. Tenses : | 90 |
| 12. Conditional Sentences : | 106 |
| 13. Subject-Verb Agreement : | 115 |
| 14. Composition (Paragraph) : | 123 |
| 15. Composition (Dialogues) ; | 132 |
| 16. Composition (Letter) : | 137 |
| 17. Composition (Essay Writing) : | 149 |
| 18. Sample Question : | 160 |

Unit 1

Lesson 1: Nouns

Proper nouns: Names of persons are called proper nouns. Spelling of such names begin with a capital letter:

Nazrul Islam

Shakespeare

Wordsworth

Shelley

Nouns that refer to relationships between the people of a family, such as 'mother', 'father', 'aunt' can also be used like names to address people or refer to them:

Father will not like it.

Mother will be displeased.

Words which show someone's social status are called titles. They are spelled with a capital letter:

Dr. Smith

Lord Tennyson

Mrs. Huq

Here is a list of most common titles:

| | | |
|---------|-----------|-----------|
| Captain | Queen | Governor |
| Doctor | Major | King |
| Colonel | Mr. | Lady |
| Emperor | Prince | Miss |
| Father | Professor | President |
| Justice | Saint | Princess |
| | | Sir |

A few titles can be followed by the people's first name:

Queen Elizabeth

King Fahad

Lady Diana

The names of organisations, institutions, ships, magazines, books, plays, paintings are also proper nouns and are spelled with capital letters:

Dhaka University

The Bangladesh Observer

Dhaka City Corporation

The Economist

Gulliver's Travels

The Daily Star

They are sometimes used with 'the'

The Daily Ittefaq

Exercise

1. What are proper nouns?
2. Name the types of proper nouns.
3. Classify the following proper nouns into their types:

Nazrul

Islam

Mother

Professor

Queen Victoria

Rajshahi University

The Daily Star

The Ittefaq

Lesson 2 : Collective Nouns and Nouns Referring to Gender

Nouns which refer to a group of people or things are called collective nouns. When you use a collective noun, you can use either a singular verb or a plural verb after it.

The committee has made its report.

The committee have made their report.

The public is unhappy about the rising prices of essential items.

The public are unhappy about the rising prices of essential items.

The government has reduced taxes.

The government have reduced taxes.

Here is a list of common collective nouns:

| | | |
|-------------|-----------|------------|
| aristocracy | staff | audience |
| enemy | crew | flock |
| press | team | public |
| community | group | council |
| jury | cabinet | navy |
| company | committee | brood |
| media | herd | government |
| bacteria | army | data |
| gang | family | opposition |

Nouns referring to males or females:

Some nouns refer only to males and others to females. For example, some nouns indicating people's family relationships, such as 'father' 'brother' 'son' and some nouns indicating people's jobs, such as 'waiter' and 'policeman' can only be used to refer to males. In the same way, 'mother' 'sister' 'daughter', 'waitress' 'actress' and 'sportswoman' can only be used to refer to females.

Most names of animals are used to refer to male and female animals.

Examples

| | |
|----------|--------|
| cat | horse |
| elephant | monkey |
| sheep | |

In some cases there are different words that refer specifically to male animals or female animals; for example, a male horse is a 'stallion' and a female horse is a 'mare'.

Here is a list of some common specific words for male and female animals.

| Male | Female |
|----------|---------|
| stallion | mare |
| ram | ewe |
| tiger | tigress |
| dog | bitch |
| gander | goose |
| bull | cow |
| cock | hen |
| drake | duck |
| lion | lioness |
| stag | doe |

Exercise

1. What are collective nouns?
2. Mention five collective nouns and make sentences with them.
3. Name five nouns which refer to males.
4. Name five nouns which refer to females.
5. Classify the following nouns into male and female.

| | | |
|---------|----------|------|
| drake | stallion | mare |
| lioness | doe | lion |
| cock | bull | cow |
| stag | | |

Lesson 3 : Countable and Uncountable Nouns

The most important thing about the classification of nouns is to know whether a noun is countable or uncountable because it is this distinction which determines the use of articles.

Nouns in English are either countable or uncountable. A countable noun represents things which can be counted:

man, woman, boy, girl

An uncountable noun represents things which cannot be counted:

water, milk, sugar, flour

- Countable nouns have singular and plural forms.
- They take singular and plural verbs:

He *is* a clever boy.

These boys *are* students of class seven.

She *has* a dictionary.

Dictionaries *are* very useful.

- They can have *a/an* and numbers in front of them:

This is *a* book of grammar and composition.

There is *an* apple on the table.

Going on *a* picnic is a good idea.

There are *four* eggs in the bowl.

He came up with *a* number of ideas.

- They have *not many* in front of them:

He hasn't *many* friends.

There were *not many* people at the meeting.

- They take *a few* in front of them:

Will you have *a few* grapes?

Can I have *a few* pins?

Exercise

1. Correct the errors in the following sentences :

- a. This is ball.
- b. Hena is student.
- c. These egg are fresh.
- d. Umbrella is useful thing in the rainy season.
- e. Cow is domestic animal.

2. Put numbers in the blanks:

- f. We have-----fingers on each hand.
- g. There are----members on the committee.
- h. They have-----children.
- i. We have-----districts in Bangladesh.
- j. There are-----public universities in this country.

3. Use *not many* or *a few* in the blanks.

- k. He has-----friends.
- l. Will you have----peas?
- m. Can I have-----potatoes?
- n. Would you like -----grapes?
- o. ----- people attended the meeting.

Lesson 4 : Countable and Uncountable Nouns (continued)**Uncountable Nouns:**

They only have one form.

They always take a singular verb.

Examples

Milk **is** good for us.

Their furniture is very modern.

Too much tea **isn't** good for you.

The weather today **is** very nice.

They never have **a/an** or a number directly in front:

weather : We have nice weather today.

information: I have had no information about his activities.

advice: We need advice about our plan.

furniture : They have expensive furniture.

leather: This bag is made of leather.

news: There is good news for you.

They have **not much** in front of them:

I have **not much** information about the incident.

He has **not much** money.

They have **a little** in front of them:

Will you have **a little** gravy?

Can I have **a little** sugar?

Note: **Much** and **many** are used in negatives and questions; in positive sentences **a lot of** is normally used:

There were a **lot of** people at the meeting.

We had a **lot of** difficulty getting here.

To make uncountable nouns countable, use measure words: **a** + measure words + **of**

Examples

a piece of information
a litre of milk
a jar of jelly
a glass of water
a bottle of honey
a bit of luck
a slice of bread
a plate of rice
a tube of toothpaste
a cake of soap
a packet of washing powder

Some words can be used in two different ways: one countable; one uncountable:

There is a hair in your soup.

She has beautiful hair.

What a lovely colour!

Films are very dull without colour.

The boy threw a stone at the window. This building is made of stone.

Some common uncountable nouns:

- a) Whole groups made of similar items:

baggage, clothing, equipment, furniture, garbage, jewellery, luggage, machinery, money, scenery, traffic

- b) Fluids:

water, tea, coffee, milk, soup, petrol, blood, etc.

- c) Solids:
ice, bread, butter, cheese, meat, gold, iron, silver, paper, wood, cotton, wool, etc.
- d) Gases:
steam, air, oxygen, nitrogen, smoke, fog, pollution, etc.
- e) Particles:
rice, corn, dirt, dust, flour, grass, hair, salt, sugar, wheat, etc.
- f) Abstractions:
beauty, confidence, courage, education, enjoyment, fun, happiness, health, honesty, hospitality, happiness, intelligence, justice, knowledge, laughter, luck, music, patience, peace, progress, recreation, significance, sleep, truth, violence, advice, information, news, evidence, ----time, space, energy, homework
- g) Languages:
Bangla, Arabic, Chinese, English, Urdu, etc.
- h) Academic disciplines:
chemistry, engineering, history, literature, mathematics, psychology, etc.
- i) Recreations:
football, cricket, chess, bridge, etc.
- j) Natural phenomena:
weather, dew, fog, heat, storm, lightning, snow, thunder, darkness, sunshine, electricity, fire, etc.
- k) Activities:
driving, swimming, walking, running, jumping, etc.

Exercise

1. Correct the errors in the following sentences:
 - a. I have a good news for you.

- b. I'm in trouble. Can I have an advice?
- c. Do you have spare pen?
- d. It is beautiful toy.
- e. There are four apple on the table
- f. Umbrella comes useful in the rainy season.
- g. This informations are wrong.

2. Fill in the blanks with:

not many, a few, a lot of, a little, not much, few. Do not use the same words twice.

- a. There is-----rice in the bowl.
- b. He is a businessman; he has-----money
- c. He is very unsociable. He has ----- friends
- d. -----learning is a dangerous thing.
- e. If you spend-----minutes every day taking exercise, you will keep fit.

3. Use these measure words in the blanks:

a tube of, a kilo of, a piece of, a slice of, an article of

- a. Can I have -----toast?
- b. I am going to buy -----toothpaste.
- c. Please give me-----rice.
- d. A table is-----furniture.
- e. Can I have-----bread?

Lesson 5 : Countable and Uncountable Nouns (continued)

Read the following pieces of dialogues.

1.

- Shopkeeper: What would you like?
Customer: I'd like a toothbrush and a tube of toothpaste.
Shopkeeper: Anything else?
Customer: I also want a candle and a cake of soap.
Shopkeeper: Here you are.
Customer: Thank you very much.

In the dialogue above there are some nouns: *toothbrush*, *toothpaste*, *candle* and *soap*. These nouns can be classified into two groups: countable and uncountable. Countable nouns represent things which can be counted. *Toothbrush* and *candle* are countable nouns because they can be counted. These nouns are singular and singular nouns require an article: 'a' toothbrush, 'a' candle. On the other hand, toothpaste and soap are uncountable nouns. The things they represent cannot be counted. To quantify them, we need to use measure words: 'a tube' of toothpaste and 'a cake' of soap.

2.

- Mother: Have you finished your meal?
Son: I feel like eating something more.
Mother: Would you like a sweet?
Son: I won't say 'no'.
Mother: How about a glass of milk?
Son: No, thanks.

In the second dialogue there are also a few countable and uncountable nouns. Because *milk* is an uncountable noun; a quantifier 'a glass of' has been used. The distinction between countable nouns and uncountable nouns is important because they have different characteristics.

Lesson 6 : Pronouns

Pronouns: There are several types of pronouns:

| | |
|------------------------|------------------------|
| personal pronouns | indefinite pronouns |
| possessive pronouns | reciprocal pronouns |
| reflexive pronouns | relative pronouns |
| demonstrative pronouns | interrogative pronouns |

Personal pronouns

You use personal pronouns to refer to yourself, the people you are talking to or the people or things you are talking about. There are two sets of personal pronouns: subject pronouns and object pronouns. Here is a table of subject pronouns.

| | Singular | Plural |
|------------|----------|--------|
| 1st person | I | we |
| 2nd person | you | you |
| 3rd person | he | they |
| | she | they |
| | it | they |

I: You refer to yourself by using the pronoun 'I'. This is always written with a capital letter.

I don't know him very well.

I think I made a mistake.

May I ask you a question?

'You': You refer to the person or people you are talking to as 'you'. Note that the same word is used for the singular and the plural.

You are right.

Would you pass me the salt?

How are you?

'You' is also used, especially in spoken English, to refer to people in general, rather than to the person you are talking to:

You can't predict the results of the general elections.

You don't know what will happen.

'he' and 'she': You refer to a man or a boy as 'he' and to a 'woman or a 'girl' as 'she'.

Kamal is fat. He weighs 15 stone.

His wife is slim. She weighs only 8 stone.

The boy is clever. Isn't he?

The girl is intelligent. Isn't she?

'It': You use 'it' to refer to anything which is not male or female; for example, an object, a place or an organization or something abstract.

I have bought a camera. It is very expensive.

Have you ever been to Dhaka? Yes, it is very crowded.

Which is your favourite TV channel? It is the BTV.

'it' is often used to refer to an animal when the gender is not known or not considered to be important. Some people also refer to babies in this way.

He has a dog. He loves *it*.

Look at the baby. *It* is smiling.

You also use 'it' to refer to a situation, the time, the date or the weather:

It is very quiet here.

It is ten o'clock.

It is 18 August.

It is cold and windy.

'we': You use 'we' to refer to a group of people which includes yourself, and the group can be:

'you' and the person or people you are talking to:

Where shall **we** go for a picnic?

'you' and the person or people you are talking to and one or more others not there at the moment.

We are not interested in politics: You and I and Asgar.

'you' and one or more other people, but not including the person or people you are talking to:

I do the cooking; he does the washing; **we** share the washing-up.

any group which you feel yourself to be part of, such as a school, your local community or even mankind as a whole.

We are a monolingual nation.

We all need money.

'they': you use 'they' to refer to a group of things or to a group of people not including yourself or the person or people you are talking to.

They say life is not a bed of roses.

They believe that the world has become a global village.

Exercise

1. Use personal pronouns in the blanks.

a. -----is wrong.

b. -----are right.

c. Would -----like a piece of cake?

d. -----all make mistakes.

e. -----can't say which party will win the elections.

f. He is smart. Isn't-----?

g. She is well-dressed. Isn't-----?

2. Fill in the blanks with the correct pronouns.

- a. He has bought a camera. What make is-----?
- b. Someone is knocking at the door. Who is---?
- c. The dog is barking. Will you call----back?
- d. What is love of one's country called? -----is called patriotism.

3. Use *that*, *this*, *these* and *those* in the blanks.

- a. ----is an interesting book
- b. ----is a toy.
- c. ----- are coloured pencils.
- d. -----are marbles.

4. Choose the correct pronoun in the following sentences.

- a. I don't like (he/him) very well.
- b. May (I/he) ask you a question?
- c. Will (he/you) pass me the salt?
- d. How are (he/you)?
- e. I think (I/he) have made a mistake.
- f. (He/you) can't say what is going to happen tomorrow.
- g. How is the baby? (He/It) is well.

5. Use appropriate pronouns in the blanks.

- a. -----must stand together in times of danger.
- b. -----all need food and sleep.
- c. You wash the clothes. I clean the rooms. ----- share the work.
- d. Where shall -----go for a picnic?
- e. ----- (They/He) say life is full of sorrows.
- f. Mina is in class six. ----- (He/she) is a good student.
- g. He does not like vegetables, but his sister likes (it/them).

Lesson 7 : Reflexive Pronoun

There are two forms of reflexive pronoun used for the second person. You use 'yourself' when you are talking to one person. You use 'yourselves' when you are talking to more than one person or referring to a group which includes the person you are talking to.

Examples

- a. Can you do it *yourself*?
- b. How many of you are here? Count *yourselves*.

You can use a reflexive pronoun to make it clear that the object of a verb is the same person or thing as the subject of the verb. For example: 'Nasim killed himself' means that Nasim did the killing and he was also the person who was killed. More examples:

- a. He stretched himself on the sofa.
- b. They introduced themselves.
- c. The speaker repeated himself.
- d. A computer cannot work itself.

You can use reflexive pronouns to emphasize who or what you are referring to.

I myself will go and see him.

We ourselves are to blame for the accident.

You use reflexive pronoun after a preposition:

I am ashamed of myself.

He can cook for himself.

Exercise

1. Use reflexive pronouns in the blanks.

- a. I -----posted the letter.
- b. She did the cooking-----
- c. You misplaced the key and you ought to be ashamed of-----
- d. We-----are to blame for our misfortune.
- e. I often sit at the window by-----
- f. When you go out, take care of-----
- g. Good health-----is an asset.

Lesson 8 : Indefinite Pronouns

When you want to refer to people or things you do not know exactly who or what they are or their identity is not important, you can use an indefinite pronoun. An indefinite pronoun indicates only that you are talking about people or things, rather than referring to a specific person or thing.

He was waiting for something.

I was there before anybody came.

Here is a list of indefinite pronouns:

| | |
|---------|-----------|
| anybody | everybody |
|---------|-----------|

| | |
|--------|----------|
| nobody | somebody |
|--------|----------|

| | |
|--------|----------|
| anyone | everyone |
|--------|----------|

| | |
|--------|---------|
| no one | someone |
|--------|---------|

| | |
|----------|------------|
| anything | everything |
|----------|------------|

| | |
|---------|-----------|
| nothing | something |
|---------|-----------|

| | |
|----------|-----------------------------------|
| anybody: | Anybody can answer that question. |
|----------|-----------------------------------|

| | |
|------------|--------------------------------------|
| everybody: | Everybody is welcome to the meeting. |
|------------|--------------------------------------|

| | |
|---------|------------------------------|
| nobody: | Nobody knows where he lives. |
|---------|------------------------------|

| | |
|-----------|------------------------------------|
| somebody: | Somebody must have taken my purse. |
|-----------|------------------------------------|

| | |
|---------|----------------------------|
| anyone: | Anyone can take his place. |
|---------|----------------------------|

| | |
|-----------|-----------------------------------|
| everyone: | Everyone is not eligible to vote. |
|-----------|-----------------------------------|

| | |
|---------|---|
| no one: | No one in this world is absolutely happy. |
|---------|---|

| | |
|----------|---|
| someone: | Someone should represent me at the meeting. |
|----------|---|

| | |
|-----------|--|
| anything: | The situation is tense. Anything might happen. |
|-----------|--|

| | |
|----------|-----------------------------|
| nothing: | Nothing is known about him. |
|----------|-----------------------------|

| | |
|------------|--------------------------------------|
| something: | We should do something for the poor. |
|------------|--------------------------------------|

You always use singular verbs with indefinite pronouns:

Is everyone in?

Everybody recognizes the importance of English.

Nothing is certain in this world.

You use indefinite pronouns ending in 'thing' to refer to objects, ideas, situations or activities:

Can I do anything to help?

He said nothing for a while.

Exercise

1. Use indefinite pronouns in the blanks.

- a. Does----- know when the school will be closed for Eid holidays?
- b. Are you looking for-----?
- c. ----- can help you in the exam. You have to help yourself.
- d. ----- knows our national anthem.
- e. ----- is to be taken lightly.
- f. ----- must have taken my dictionary.
- g. Keep quiet. ----- is coming.
- h. It's a simple question. ----- can answer it.

Lesson 9 : Reciprocal Pronouns

The reciprocal pronouns 'each other' and 'one another' are used to indicate that people do the same thing, feel the same way or have the same relationship.

We help each other.

Mr Hasan and his wife understand each other.

We send each other gifts at Eid.

Note that there is little difference between each other and one another.

Exercise

Use reciprocal pronouns in the blanks.

- a. Our neighbours are good. We always help-----
- b. We send -----New Year greetings.
- c. We greet -----whenever we meet.
- d. Life becomes pleasant when we cooperate with -----.
- e. Students should not quarrel with-----.
- f. The girls are making jokes with-----.
- g. Neighbours should be on good terms with -----.

Lesson 10 : Demonstrative Pronouns

When 'this', 'that', 'these' and 'those' are used as pronouns, they are called 'demonstrative pronouns'. They can be used as the subject or the object of a sentence or a preposition.

'This' and 'that' are usually used as pronouns when they refer to things. You use them instead of a singular countable noun or an uncountable noun.

Examples

- a. This is a list of books you need to buy.
- b. This is the first chapter of the book.
- c. That was a difficult problem for me.
- d. That looks interesting.

'This' and 'that' can be used as pronouns to refer to a person when you are identifying someone or asking who she/ he is.

Who is this?

He paused at a photograph and asked 'Is this your father?'

Was that Salma on the phone?

When you introduce people, you can say 'This is Mira' or 'This is Mr and Mrs Helal.' Note that you use 'this' even when you are introducing more than one person at a time.

'these' and 'those' can be used as pronouns instead of a plural countable noun. They are most often used to refer to things.

- a. 'I have brought you these,' he held out a packet of handkerchiefs.
- b. Vitamin tablets usually contain vitamins B-complex. These are available from chemists.
- c. These are no ordinary shoes.
- d. Those are easy questions.
- e. Many people turned up for the interview and some of those were married women.

Exercise

1. Use 'this' or 'that' in the blanks.

- a. -----is no problem.
- b. I can help you with-----
- c. -----is my dictionary.-----is yours.
- d. Who is-----?
- e. -----is Mr and Mrs Hasan.
- f. Is -----your sister?
- g. Who was-----at the door?

2. Fill in the blanks with 'these' and 'those'.

- a. "Take-----, 'he said, handing her some oranges.
- b. What are -----?----- are aspirin tablets.
- c. -----are expensive shoes.
- d. -----are beautiful flowers.
- e. -----are the people I dislike.

Lesson 11 : Relative Pronouns

When a sentence consists of a main clause and a relative clause introduced by 'who' 'which' or 'that' these words are known as relative pronouns. Like other pronouns, they refer to somebody or something that has already been mentioned. At the same time they are conjunctions because they join the clauses together.

The relative pronoun usually acts as the subject or object of the verb in the relative clause.

- a. He is the only man who can help you.
- b. I have a job which keeps my family going.

.Here is a list of the most common relative pronouns.

that which who whom whose

Relative pronouns do not have masculine, feminine or plural forms. The same pronoun can be used about a man or a woman, or a group of people.

- a. I have an uncle who lives in Japan.
- b. I know a girl who speaks English well.
- c. There are many people who hate smoking.
- d. He is the boy whose pen is lost.
- e. This is the man whom you can rely upon.

Exercise

Join the following pairs of sentences with relative pronouns.

- a. Kamal has a brother. His brother lives in Noakhali.
- b. They have a garden. It needs tending.
- c. Her grandmother is old. She needs looking after.
- d. She has lost her purse. It contained a lot of money.
- e. I borrowed a book from the library. It is missing.

- f. The building is old. It should be given a coat of paint.
- g. The road is in disrepair. It should be repaired.

Lesson 12 : Interrogative Pronouns

The interrogative pronouns are 'who' 'whose' 'whom' 'what' and 'which'. They can be used as the subject or object of a sentence or as the object of a preposition. Interrogative pronouns refer to the information you are asking for. 'who' 'whose' and 'whom' are used when you think that the answer to the question will be a person

Examples

- a. He lost his father. *Who?*
- b. He looked at the dog. *Whose* is it?
- c. To *whom* are you engaged?
- d. *What* are you doing?

'which' and 'what' are used when you think that the answer to the question will be something other than a person.

Examples

- a. Which do you prefer? Tea or coffee?
- b. What does he want?

Interrogative pronouns are also used to introduce reported questions.

He asked me who was on telephone.

I wonder what he would do now.

When you report a question-

- You do not treat it as a question by using an interrogative word order.
- You do not use a question mark.

Examples

The question 'Did you enjoy the meal?' could be reported 'I asked him/her if he/she enjoyed the meal.'

Exercise**1. Use interrogative pronouns in the blanks.**

- a. I don't know - he wants.
- b. I don't know - he makes a living.
- c. Tell me - you were absent yesterday.
- d. Do you know - he lives?
- e. I don't know - he will come.
- f. Tell me - you go to bed.
- g. Tell me - you haven't done your homework.

2. Answer these questions;

- a. Who is this?
- b. What are these?
- c. Which do prefer? Tea or coffee?
- d. There is a car waiting outside. Whose is it?
- e. Who is at the door?

Lesson - 13 Adjectives

Study the following sentences.

1.1

- a) Maria **is an intelligent** student.
- b) I need **much** work.
- c) Rashid ate **four** mangoes **at a** time.
- d) Yesterday I bought **that** book.

In the above four sentences, the bold words intelligent, much, four, that etc show the description, quantity, number and demonstration of the nouns student, work, mangoes and book.

Notice that these words add something to the meaning of the nouns that follow.

Adjectives describe nouns. Adjective gives a little different meaning to a Noun. Adjectives are said to qualify, limit or restrict the nouns which they accompany. An adjective is neither singular nor plural. A final - s is never added adjective.

Therefore, an adjective is a word, which is used to add something to the meaning of a noun or to qualify a noun.

2.0 Generally adjectives are classified as- Proper, Descriptive Quantitative, Numeral, Pronominal and emphasizing.

2.1 Proper Adjectives are formed from proper nouns. If the Proper Nouns work as adjectives, they are called Proper Adjectives.

For example:

- a) The **Chinese** athletes won victory in the Olympic Games.
- b) The **Bangladeshi** players won gold in 29th Olympiads.
- c) We crossed the **Persian** gulf by swimming.

The bold words Chinese, Bangladeshi and persian are originated from proper nouns -China Bangladesh and Persion.

2.2 Descriptive or Qualitative

This type of adjective describes the quality or state of a person or an object.

- a) Bangladesh is an **agricultural** country.
- b) We earn **foreign** currency by exporting manpower.
- c) Bangalee can sacrifice their lives with **smiling** face

2.2.1 Most of the adjectives are generally descriptive. We can sum up some of them below:

| | | | |
|--------------|---------------|--------------|-------------|
| absolute | eastern | male | raw |
| active | economic | mental | real |
| actual | educational | | religious |
| agricultural | empty | military | right |
| alternative | financial | modern | |
| annual | foreign | moral | royal |
| available | free | natural | rural |
| basic | full | negative | scientific |
| central | general | northern | single |
| chemical | historical | official | social |
| civil | human | open | solid |
| commercial | ideal | original | South |
| conservative | independent | personal | southern |
| cultural | industrial | physical | straight |
| daily | inevitable | political | sufficient |
| democratic | intellectual | positive | theoretical |
| direct | internal | possible | traditional |
| domestic | international | potential | west |
| double | legal | professional | |
| due | local | proper | western |
| east | magic | public | wrong |

2.2.2 Examples

| | |
|--------------|---|
| absolute | These days kings do not have absolute powers. |
| active | Although he is old, he is still active. |
| actual | What is the actual cost of this machine? |
| agricultural | Bangladesh is mainly an agricultural country. |
| basic | Our basic problem is overpopulation. |
| central | He lives in the central part of the city. |
| chemical | He works for the chemical corporation. |
| civil | He is in the civil service. |
| commercial | Chittagong is a commercial city. |
| cultural | There are many cultural organisations. |
| daily | Most people go about their daily work. |
| direct | Many specialists advocate direct method of teaching language. |
| financial | He does not have any financial problem. |
| foreign | We have many foreign embassies in the country. |
| free | We are a free nation. |
| full | The glass is full. |
| mental | It is important to have mental peace. |
| military | It is the job of the military to defend the country from foreign attacks. |
| modern | A modern city must have an efficient transport system. |
| natural | Bangladesh is blessed with many natural resources. |
| proper | You should take proper care of your health. |
| religious | There is religious harmony in this country. |
| right | Your answer is right. |
| straight | The road is straight. |
| sufficient | His income is not sufficient to maintain his family. |
| traditional | Ours is a traditional society. |
| wrong | Your answer is wrong. |

2.3 Quantitative Adjective

Such an adjective indicates the quantity of the noun it qualifies.

- i) The patient has to drink **much** milk.
- ii) I need **some** iron pegs.
- iii) We have **little** knowledge about his early life.

These nouns are not countable. Uncountable Nouns are preceded by Quantitative Adjective. These are also called Indefinite Adjective.

2.4 Numeral Adjective

Some words indicate the number of objects or things of a Noun. Such nouns are countable. These are limited to a certain number. These are also called definite Adjective.

- i) The **first** boy has been awarded a gold medal.
- ii) **Five** students from class seven competed for the prize.
- iii) The **seventh** boy was injured.

In sentences (i) (ii) and (iii) first, 'five' and seventh are Numeral adjectives.

The Numeral Adjectives are classified into Cardinal, Ordinal and Multiplicative.

2.4.1 Cardinal Adjective

- a) **One** of the **seven** boys competed for the prize.
- b) **Three** hundred students were invited.
- c) Only **five** judges attended the function.

Thus 'one' 'seven', Three 'hundred', and five are cardinal numbers but here these are used as adjectives. So, These are called cardinal Adjectives.

2.4.2 Ordinal Adjective

- a) The **first** boy won championship.
- b) Mahile got the **third** prize in the competition.

If the ordinal numbers like first, second, third, fourth are used as Adjectives these are called ordinal Adjectives.

2.4.3 Multiplicative Adjective

Single, double, triple, twofold are some such Adjectives.

2.5 Pronominal Adjective

Adjectives derived from Pronoun are called Pronominal Adjectives. Adjectives formed with interrogative, relative, demonstrative, distributive, possessive and Indefinite Pronouns belong to Pronominal Adjectives.

They are sometimes Pronouns & sometimes Adjectives.

Adjective - What class are you in?

Pronoun - What is your name?

Adjective - Which pen do you like?

Pronoun - Which is your pen?

2.5.1 Interrogative Adjective

- a) **What** colour do you like most?
- b) **Which** pen did you buy?
- c) **Whose** watch is this one?

As in (a) (b) (c) sentences above, the interrogative pronouns which are used as Adjectives are called Interrogative Adjectives.

2.5.2 Demonstrative Adjective

- a) **Such** misconduct is unusual.
- b) **This** book is mine.
- c) **Those** books are rare collection.

As in (a) (b) (c) sentences the pronouns have been used as Adjectives. Therefore, Demonstrative pronouns when used as Adjectives are called Demonstrative Adjective.

2.5.3 Distributive Adjective

- a) Every student will join the picnic.
- b) Each boy and each girl got a prize.

'Each' 'every' are distributive pronouns. So Adjectives formed from distributive pronouns are called Distributive Adjective.

2.5.4 Relative Adjective

- a) We have presented **which** book you requested for.
- b) This is **which** shirt you wanted.

Here Adjective are formed with relative pronoun. So they are called Relative Adjective.

Classification:

There is no universally accepted classification of adjectives. But they may be arranged under the following heads

2.5.5 Possessive Adjective

- a) Let us love our country.
- b) Who does not love her child?

When the Adjectives are formed with possessive pronouns, they are called possessive Adjective.

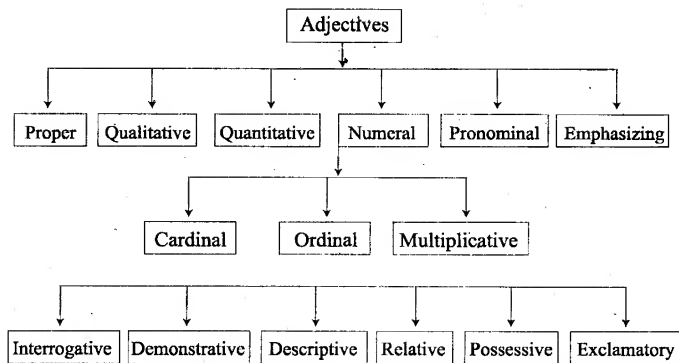
2.5.6 Exclamatory Adjective

- a) What a piece of work a man is!
- b) How cold her brain is!
- c) What nonsense!

2.6 Emphasizing Adjective

- a) This very person helped in my danger
- b) Mind your own business

When words like 'very', own, act as Adjectives sitting before a noun are called Emphasizing Adjective.



Exercise

3.1 Give more information about the noun by using adjectives in the blanks.

| | |
|-------------------------------|--------------------------------------|
| a. The suitcase is | g. He is a/an teacher |
| b. He has car. | h. He is a/an officer.. |
| c. The student is | i. Water is to life. |
| d. The dress is | j. Milk is for us. |
| e. The weather is | k. Bangladesh is a/an country. |
| f. She is a/an student. | l. He leads a/an life. |

3.2 Fill in the blanks with suitable adjectives:

- a) The soldiers fought for us.
- b) The force is leaving the possession.
- c) He is an officer.
- d) Milk is for us.
- e) The fleet anchored in the port.
- f) The boys reached school by 10 am.
- g) This tree is than that.
- h) book do you like?
- i) He gave me money.
- j) I did it with my hand.

3.3 Tick out the Adjectives from the following sentences and say which class they belong to:

- i) Rahim has much courage.
- ii) I have enough strength.
- iii) I bought some books.
- iv) Is there any water in the pot?
- v) Which coat did you buy?
- vi) I saw it with my own eyes.
- vii) Our fearful trip is over.
- viii) A kitchen garden is beside the house.
- ix) My brother is a teacher.
- x) The foolish crow tried to sing.

Lesson 14: Adverbs

Let us study these sentences:

- a) The horse runs fast.
- b) The horse runs very fast.
- c) The horse looks very beautiful.

In sentence (a) the word 'fast' modifies the verb 'runs', in sentence (b) the word 'very' modifies the adverb 'fast' and in (c) the word 'very' modifies the adjective 'beautiful'.

Again d) Nazma came **just** after five.

- e) I sat **close** behind my father.
- f) Shila has been sad **ever** since she left Comilla.
- g) I'll come **only** when you ask me to come.,
- h) **Unfortunately** he didn't come in time.

In sentences (d) and (e) 'just' and 'close' modify preposition like 'after' and 'behind'. In sentences (f) and (g) Words-'ever' and 'only' modify the conjunctions 'since' and 'when'. In sentence (h) the word 'unfortunately' modifies the whole sentence.

Thus an Adverb modifies a Verb, an Adverb, an Adjective, a Preposition and a Conjunction. So, an Adverb modifies any word except a Noun or Pronoun. **In other words an Adverb is a word added to a Verb, an Adjective or another Adverb, Preposition and Conjunction to modify it and makes its application more exact. It modifies a single word, a phrase or even a whole clause or sentence.**

2.1 Classification

According to function, Adverbs are classified into **Simple, Relative and Interrogative.**

2.2 Simple Adverbs are of different classes. They are:

2.2.1 Adverb of time:

- a) Hemayet comes late every day.
- b) I saw him earlier.
- c) Nadira will come tomorrow.

The adverb that denotes the time when the action is performed, is called Adverb of time. Soon, then, now, already, formerly, ago, before, afterwards, since while, immediately, daily, formerly, already etc. belong to this class.

2.2.2 Adverb of place:

- a) The day follows me everywhere.
- b) Here is a brook and there is a river.
- c) He went away.
- d) The teacher is inside.

The adverb, which denotes the place where the action is performed, is called Adverb of Place. Here, there, away, near, far, below, above, behind, within, up, out, inside, etc belong to this class.

2.2.3 Adverb of manner:

- a) Haider behaved **shamefully**.
- b) They carried a **severely** wounded man.
- c) A **rapidly** approaching train knocked him.
- d) She was **badly** injured.
- e) The freedom fighters fought **bravely**.
- f) The brilliants are **highly** praised.

The words which describe the action denoted by a verb (participle) and say how it is done, are Adverbs of Manner. Carefully, well, ill, almost, quickly, highly, clearly, hard, fast, late, simply, suddenly etc. are Manner Adverbs.

2.2.4 Adverbs of quantity or degree

- a) Rasheda is **quite** happy.
- b) I am **fully** prepared.
- c) Jayed is good **enough** for my purpose.
- d) Amina sings **better** at present.
- e) The sea is **very** stormy.
- f) The captain is **partly** right.

The adverb, which denotes how much or to which extent a thing happens is called Adverb of Quantity. Clearly, closely, correctly, bravely, badly, sadly, easily, slowly, steadily, naturally, wisely etc. are such Adverbs.

2.2.5 Adverb of Number or Frequency:

- a) I saw him **twice** in the Eidgah.
- b) The students **often** visited the museum.
- c) Mr. Sirajee got Bangla Academy Award **once**.

The adverb which indicates the number of the action performed, is **Adverb of Number or Frequency**. Once, twice, secondly, thirdly, often, after, always, never, sometimes, again, seldom etc. belong to this group.

2.2.6 Adverb of cause and effect

- a) **Hence** I went to the spot.
- b) He, **therefore**, prayed to Allah for survival

The adverbs which explain the reasons or purposes of any occurrence, are called the Adverb of Reason. Why, wherefore, therefore, hence, thence, consequently, etc. belong to this group.

2.2.7 Adverb of affirmation and Negation:

- a) **No**, he didn't.
- b) **Yes**, he helped me.
- c) I have **never** seen such a scene.

The adverb which expresses affirmation or negation of an action performed, is Adverb of Affirmation and Negation. Yes, no, not, certainly, surely, perhaps, indeed, probably, possibly, may, truly etc. are such type of adverbs.

2.3 Relative Adverb:

Such adverbs are also called conjunctive adverbs. **Such words not only modify some words or sentences but also connect two clauses.** When the antecedent is expressed, the adverb is relative. But when it is not expressed it is Conjunctive.

| | |
|----------------|--|
| a) Conjunctive | They know when this incident happened. I know why he did so. You may go where you may like. |
| b) Relative | I know the reason why he did it: I know the time when he will come. Show me the hospital where he was born. |

The words why, when, how, where, while, belong to this group.

2.4 Interrogative Adverb:

These adverbs are those which are used in asking questions direct or indirect.

Examples:

| | |
|------------------------------------|--------------------------------|
| a) Interrogative Adverb of place- | Where is Makkah? |
| b) Interrogative Adverb of time - | When will you go there? |
| c) Interrogative Adverb of reason- | Why are you running? |

| | |
|---------------------------------------|---------------------------------------|
| d) Interrogative Adverb of manner- | How did you help him? |
| e) Interrogative Adverb of number- | How many students are there? |
| f) Interrogative Adverb of quantity- | How much money do you require? |
| g) Interrogative Adverb of frequency- | How often did you go there? |
| h) Interrogative Adverb of degree- | How far was the export fair? |

Sometimes the same word is used as either Relative or Interrogative Adverb.

If it joins two clauses, it is relative and if it is used to make a question, it is called an Interrogative Adverb.

| Adverb | Function |
|-----------------|--|
| a Simple | Merely modifies some word. |
| b Interrogative | Not only modifies some word but also introduces a question. |
| c Relative | Not only modifies some word but also refers back to some antecedent. |

2.5 There are some other adverbs based on their use and position. They are:

2.5.1 Sentence Adverbs

Example:

- Then**, this is your story.
- So**, you want time.
- Perhaps**, he is innocent.
- Indeed**, I have done the sum.
- Now**, what is your question?
- Moreover**, we are going to join the party.

The adverb which modifies the whole sentence, is called **Sentence Adverb**, e.g. now, then, so, perhaps, therefore, certainly, yet, however, unfortunately, consequently etc. They usually stand at the beginning of a sentence & qualify the whole sentence.

2.5.2 Mid-Sentence Adverb

Some adverbs may occur in the middle of a sentence. Mid-sentence adverbs have the following position:

- i) come in front of simple present and simple past verbs
- ii) follow be (simple present and simple past)
- iii) come between a helping verb and a main verb

Common mid-sentence adverbs:

| | | |
|-----------|------------|--------------|
| ever | often | occasionally |
| actually | sometimes | hardly |
| generally | rarely | ever |
| seldom | not | just |
| never | ever | possibly |
| already | finally | |
| always | frequently | |

2.5.3 Adverbial Particle:

Some Prepositions are sometimes used as Adverb particle.

| Adverb | Preposition |
|-----------------------------|-------------------------------|
| They went up . | They went up the hill. |
| Put your shirt off . | Put off your shirt. |

2.5.4 Introductory Adverb.

There lived a king in a kingdom.

Here is a pond and **there** is a river.

2.5.5 Genitive Adverb

These are formed from Possessive Nouns.

- a) Take as much as you need (of needs)
- b) Once there was a kind man named Mohsin (of one time)

2.5.6 Prepositional Adverb

These are the words formed by adding a preposition before a noun adjective.

- a) away = on (a) + way - Be away from evil friends.
- b) afresh = on, (a) + fresh - Feel afresh now.
- c) beside = by (be) + side - Plant a tree beside the road.
- d) asleep = on (a) + sleep - The child fell asleep.

2.5.7 Compound Adverb:

These are formed by combining two or more words:

Otherwise = Other + wise

Sometimes = Some + times

No where = No + where

Thereupon = There + upon.

Meanwhile = Mean + while

Yesterday, midway, however, somewhere etc. are some Compound Adverbs.

2.6 Adverbs are formed in the following ways:**2.6.1 Most of the adverbs are formed by adding 'ly' after adjective:**

| Adjective | + ly | Adverbs |
|-----------|------|-----------|
| Bad | ly | Badly |
| Brave | ly | Bravely |
| Deep | ly | Deeply |
| Former | ly | Formerly |
| Great | ly | Greatly |
| Hard | ly | Hardly |
| Instant | ly | Instantly |
| Local | ly | Locally |
| Partial | ly | Partially |
| Poor | ly | Poorly |
| Proud | ly | Proudly |
| Right | ly | Rightly |
| Sad | ly | Sadly |
| Soft | ly | Softly |
| Sound | ly | Soundly |
| Strong | ly | Strongly |
| Sudden | ly | Suddenly |
| Urgent | ly | Urgently |
| Utter | ly | Utterly |
| Wrong | ly | Wrongly |

2.6.2 Some Adjectives with '-le' omit '-e' and add '-y' instead to make an Adverb:

| Adjective | + | Adverbs |
|-----------|----|----------|
| Double | ly | doubly |
| Probable | ly | probably |
| Single | ly | singly |
| Suitable | ly | suitably |

2.6.3 Adjectives having '-ll' add only '-y' to form Adverbs:

| Adjective | + ly | Adverbs |
|-----------|------|---------|
| dull | y | dully |
| full | y | fully |

2.6.4 Omitting 'e' and adding 'ly' instead to make an Adverb :

| | |
|-------|--------|
| due | duly |
| true | truly |
| undue | unduly |

2.6.5 Adding '-i' for 'y' and 'ly' after an Adjective.

| | | | |
|-------|---------|-------|---------|
| easy | easily | happy | happily |
| heavy | heavily | ready | readily |
| lazy | lazily | noisy | noisily |

2.6.6 Adjectives having '-c' at the end, add '-ally' to form an Adverb.

| Adjective | + ally | Adverbs |
|-----------|--------|---------------|
| Automatic | ally | Automatically |
| Economic | ally | Economically |
| Tragic | ally | Tragically |

Exception : Public + ly = Publicly

2.6.7 Many adjectives change their forms totally in Adverb:

| Adjective | Adverb |
|-----------|----------------------------|
| Good | Well |
| Bad | Worse (comparative degree) |

2.6.8 New adverb is formed adding a preposition with an adverb

Hereby, wherefrom, herein, hereupon, herewith, hereafter, hitherto, henceforth, thereof, therefore.

2.6.9 An adverb is formed adding a noun with a qualifying adjective e.g.

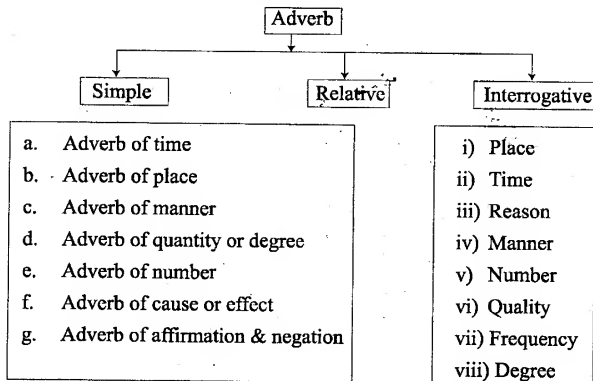
sometimes, meantime, yesterday, midday, midnight, midway etc.

2.6.10 Two adverbs added with 'and' form an adverbial phrase:

| | | | |
|---------------------|----------------|--------------|---------------|
| again and again | now and then | far and wide | far and near |
| through and through | once and again | far and away | thus and thus |

2.6.11 Some adjectives are used as adverbs:

Fast, hard, last, high,, loud, low, little, late, near, early, only etc.

2.7 Let us study the following table:

Exercise

3.1 Name the Adverb and refer to the word modified and the class of adverb in the sentences written below. (No 1 is done).

| S.L | Sentence | The adverb | Word modified | Class of adverb |
|-----|-----------------------------------|----------------------|---------------|-----------------|
| | 1 | 2 | 3 | 4 |
| a | Once or twice we have met alone. | Once or twice alone. | met Number | Frequency, |
| b | Read it again. | ---- | ---- | ---- |
| c | We rose very early. | ---- | ---- | ---- |
| d | Are you quite sure? | ---- | ---- | ---- |
| e | Do not walk so fast. | ---- | ---- | ---- |
| f | Surely I expect him tomorrow. | ---- | ---- | ---- |
| g | I see things definitely new. | ---- | ---- | ---- |
| h | He, therefore, came to me. | ---- | ---- | ---- |
| i | Is Mr. Kamal within? | ---- | ---- | ---- |
| j | Where is he living? | ---- | ---- | ---- |
| k | Let me know when the meeting end? | ---- | ---- | ---- |
| l | He is old enough to know better. | ---- | ---- | ---- |
| m | I am much pleased to hear this. | ---- | ---- | ---- |
| n | Too many cooks spoil the broth. | ---- | ---- | ---- |
| o | Father is somewhat better today. | ---- | ---- | ---- |

Lesson 15: Prepositions**A**

| | |
|---------------------|--|
| be absent from | Mina is often absent from school. |
| be accused of | He was accused of committing robbery. |
| be accustomed to | She is accustomed to getting up early in the morning. |
| be acquainted with | He is acquainted with some influential people. |
| be addicted to | He is addicted to drugs. |
| be afraid of | She is afraid of mice. |
| agree with | I don't agree with you. |
| be angry at, with | He is angry at my behaviour. He is angry with me. |
| be annoyed with, by | The teacher is annoyed with the boy. The teacher is annoyed by his conduct. |
| apologize for | He apologized for the mistake. |
| apply to, for | You applied to the headmaster for free-studentship. |
| approve of | His parents did not approve of his mixing with bad boys. |
| argue with, about | He argued with his colleagues about politics. |
| arrive in, at | He arrived in the country last week. He arrived at the airport last night. |
| be associated with | He is associated with the company. |
| be aware of | I am aware of the problems facing this company. |

B

| | |
|-------------------|--|
| believe in | He does not believe in ghosts. |
| blame for | The engineer is to blame for the collapse of the bridge. |
| be blessed with | She is blessed with good health. |
| be bored with, by | I am bored with doing the same thing every day. |

C

| | |
|--------------------|---|
| be capable of | He is capable of doing the job efficiently. |
| care about, for | He does not care for his family. He does not care about anything in this world. |
| be cluttered with | The table is cluttered with books and papers. |
| be committed to | He is committed to working sincerely for this country. |
| compare to, with | Compare this school with that school. You cannot compare a machine to a human being. |
| complain about, of | The students have complained about the lavatory. He is complaining of toothache. |
| be composed of | Water is composed of hydrogen and oxygen. |
| be concerned about | He is concerned about his father's health. |
| be connected to | He is connected to some social programmes. |
| consist of | The committee consists of five members. |
| be content with | I am content with what I have got. |
| contribute to | We must contribute to the welfare of the country. |
| be convinced of | I am convinced of his sincerity. |
| count (upon) on | He is a good man. You can count on him. |
| be covered with | The labourers are covered with mud. |
| be crowded with | The kitchen markets are crowded with shoppers. |

D

| | |
|------------------|--|
| be dedicated to | He is dedicated to his work. |
| depend (upon) on | Our success depends (upon) on hard work. |
| be devoted to | He is devoted to his family. |

be disappointed in, with I am disappointed in you.

I am disappointed with your work.

be discriminated against He feels that he is being discriminated against.

distinguish from It is difficult to distinguish honest workers from dishonest ones.

be divorced from He is divorced from his wife.

be done with I have done with the ironing.

dream of We all dream of a prosperous country.

be dressed in She was dressed in blue.

Exercise

1. Use appropriate prepositions in the blanks.

a. She was accustomed----- getting up late.

b. He is addicted-----drink

c. I am not acquainted-----him.

d. He is angry-----me.

e. He is associated-----the business

f. He is capable-----doing the work.

g. He is bored-----the job.

h. I am concerned-----his health.

i. He is committed-----serving the company.

j. He is devoted-----his family.

Lesson 16 : Prepositions (continued)**E**

| | |
|-------------------|---|
| be engaged in, to | He is engaged to a highly intelligent girl. He is engaged in national service. |
| be envious of | He is envious of his colleagues. |
| be equipped with | The office is equipped with all necessary gadgets. |
| escape from | He escaped from the accident. |
| excel in | He excels in sports. |
| be excited about | He is excited about the Olympic Games. |
| be exhausted from | The labourers are exhausted from hard work. |
| excuse for | There is no excuse for laziness. |
| be exposed to | He is exposed to infectious diseases. |

F

| | |
|----------------------|---|
| be faithful to | One should be faithful to one's partner in life. |
| be familiar with | I am familiar with the nature of the work. |
| feel like | I feel like a cup of tea. |
| fight for | We should fight for our rights. |
| be filled with | The glass is filled with milk. |
| be finished with | Have you finished with the ironing? |
| be fond of | He is fond of sweets. |
| forget about | Forget about the past. |
| forgive for | It is difficult to forgive your enemy for the wrongs done to you. |
| be friendly to, with | Bangladesh is friendly to its neighbours. |

| | |
|----------------------|--|
| | Be friendly with your classmates. |
| be frightened of, by | I am frightened of cats. |
| | He was frightened by a mugger. |
| be furnished with | The house is furnished with new furniture. |

G

| | |
|---------------------|-------------------------------------|
| be gone from | He is gone from us. |
| be grateful to, for | I am grateful to you for your help. |
| be guilty of | He is guilty of a crime. |

H

| | |
|-----------|--------------------------|
| hide from | Don't hide from the law. |
| hope for | Let's hope for the best. |

I

| | |
|------------------|---|
| be innocent of | He is innocent of the charge brought against him. |
| insist on | I insist on your going there. |
| be interested in | He is interested in history. |
| introduce | Will you introduce yourselves? |
| be involved in | He is involved in anti-social activities. |

J

| | |
|---------------|----------------------------------|
| be jealous of | He is jealous of his colleagues. |
|---------------|----------------------------------|

K

| | |
|--------------|-----------------------------|
| keep from | Keep from bad company. |
| be known for | He is known for his novels. |

L

| | |
|-----------------|---|
| be limited to | His talent is not limited to one field. |
| be located in | The library is located in the middle of the campus. |
| look forward to | I look forward to hearing from you soon |

M

| | |
|------------------|--|
| be made of, from | This table is made of wood. Wine is made from grapes. |
| be married to | She is married to a businessman. |

O

| | |
|---------------|-------------------------------|
| object to | I object to the statement. |
| be opposed to | He is opposed to the project. |

Exercise

Fill in the blanks with appropriate prepositions

- a. He is engaged-----important work.
- b. She is excited -----her brilliant result.
- c. He was exhausted-----hard work.
- d. We are all exposed-----dengue.
- e. We should be faithful-----our families.
- f. I am not familiar-----him.
- g. The tank is filled-----water.
- h. He is friendly -----people.
- i. We are grateful----- you.
- j. He is not involved -----crime.
- k. He is interested-----cartoons.
- l. The kitchen garden is located-----the back of the house.
- m. She is opposed-----the plan.

Lesson 17: Preposition (continued)**P**

| | |
|-------------------|--|
| participate in | Many students participated in the competition. |
| be patient with | You must be patient with the students. |
| be pleased with | I am pleased with your work. |
| be polite to | You should be polite to people. |
| pray for | I am sick. Please pray for me. |
| be prepared for | He is prepared for the situation. |
| prevent from | We must prevent criminals from committing crimes. |
| prohibit from | Visitors are prohibited from picking flowers. |
| be protected from | If a child is polio-injected, he will be protected from polio. |
| be proud of | We are proud of our country. |
| provide with | The house is provided with all modern amenities. |

Q

| | |
|------------------|------------------------------|
| be qualified for | He is qualified for the job. |
|------------------|------------------------------|

R

| | |
|-------------------|---|
| recover from | He has recovered from illness. |
| be related to | The training is related to his work. |
| be relevant to | This example is irrelevant to the topic. |
| rely (upon) on | The man is honest. You can rely (upon) on him. |
| be remembered for | Kazi Nazrul Islam will be remembered for his contributions. |

| | |
|--------------------|---|
| rescue from | The fire-fighters have rescued the children trapped in the burning house. |
| respond to | His disease is not responding to treatment. |
| be responsible for | The engineer is responsible for the collapse of the building. |

S

| | |
|-------------------|--|
| be satisfied with | I am not satisfied with your work. |
| be scared by | He is scared by dengue. |
| stare at | It is impolite to stare at a stranger. |
| stop from | Police stopped the criminal from getting away. |
| subscribe to | Which newspaper do you subscribe to? |
| substitute for | Honey is a substitute for sugar. |
| succeed in | He succeeded in getting the job. |

T

| | |
|-------------------|--|
| take advantage of | Don't take advantage of his weakness. |
| take care of | Everyone should take care of their health. |
| talk about | Don't talk about politics all the time. |
| be terrified by | He is terrified by his imminent retirement. |
| thank for | I thank you for your kindness. |
| think about | Most people think about nothing but money. |
| be tired of, from | I am tired of your grumbling. He is often tired from hard work. |

U

be upset with He is upset with the bad news.

be used to We are used to hot weather.

V

vote for Always vote for the honest candidate

W

be worried about I am worried about my failing health.

Exercise

1. Fill in the blanks with appropriate prepositions:

- a. I am pleased -----my job.
- b. He is prepared----- any situation.
- c. His father is proud-----him.
- d. She is qualified-----the job.
- e. He is related-----me.
- f. The answer is not relevant -----the question.
- g. He is fully satisfied -----my work.
- h. I am tired-----the work.
- i. I am not used-----this sort of work.
- j. We are worried -----the situation.

Unit 2

Lesson 1 : Use of articles

There are two kinds of articles: The definite article (the) and the indefinite articles (a/an). Both kinds of articles are used before nouns. The chief uses of the definite article are given first.

1. Names of hotels, restaurants, cinemas and theatres:

They are staying at the Hotel Continental.

We dined yesterday at the Star Kabab.

What's on at the Gulistan?

They saw Shakespeare's Macbeth at the Royal Shakespeare Theatre.

2. Names of ships:

The Titanic was a big ship.

The Mayflower was a famous ship.

3. Names of newspapers and periodicals:

The Bangladesh Observer is an English daily.

The Ittefaq is a Bangla daily.

4. The definite article is used if the noun is followed by a prepositional phrase:

The life of a farmer is very hard.

The milk in the glass has turned sour.

5. Some nouns are used with the definite article because they refer to only one person:

The President made a speech at the conference.

The Prime Minister will address the convocation.

The Headmaster will open the Annual Sports of the school.

6. Nouns which refer to something of which there is only one in the world:

The sun looks red when it rises and sets.

The moon shines at night.

The earth is round.

7. Nouns referring to musical instruments :

He can play the piano.

She is playing the violin.

She played the guitar at the social evening.

8. Reference backwards (something already said)

Here are a glass, some water and a coin. I pour the water in the glass, then drop the coin into the water.

There is a bird sitting on the tree. The bird is singing.

9. Reference forward:

This is made by a superlative, by an ordinal number (first, second, third) and by *next* and *same*.

Tokyo is now the largest city in the world.

This is the second part of the grammar book.

The next town is called Comilla.

The same thing happened to me last week.

10. Identification by context:

The + noun occurs when the speaker is referring to some object or person that he assumes the hearer can identify.

There is someone at *the door*. Didn't you hear *the bell*?

Mr Helal is in *the garden*. He is watering *the flowers*.

I will meet you at *the post office* or *at the bank*.

11. **The** + adjective with a plural verb refer to a whole class.

The rich are often proud.

The poor deserve our sympathy.

There are certain fixed expressions like *the more the merrier*.

The sooner you do it, the better.

The quicker you are, the more likely you are to make mistakes.

12. a) The cow is a useful animal.
b) **The bamboo** is a kind of grass.

To indicate **the whole class of an animal or an object**, singular common nouns are preceded by 'the'. This is also called Generalising "The".

Exception

- a) Man is mortal.
b) Woman is a man's mate.

'The' is not used before Man and Woman to indicate the whole class:

13. a) **The gold** of this ring is pure.
b) **The water** of sea is blue.
c) **The talent** of Mrs Parul has given her a unique position. Material and uncountable nouns are preceded by 'the' when they are **denoted particularly**.
14. a) The **Bangladeshis** are very intelligent.
b) The **Japanese** are very industrious.
c) The **Swedish** are meritorious.

If any Noun indicates to a **Nation or Race**, it is preceded by 'the':

15. a) Barrister Ashim joined **the bar**.
b) My uncle joined **the army**.

The nouns indicating **profession** are preceded by 'the':

16. a) **The Punjab** is a land of five rivers.
 b) My sister got her degree from the **UK**. (United Kingdom)
 c) Mr. Mehedi serves in the **U.A.E** (United Arab Emirates).

Descriptive geographical names are preceded by 'the':

17. a) **The mother** (motherhood) rose in her.
 b) Check **the beast** (beastly passion) in him.
 c) **The fox** (cunningness) arose in her.

Common Nouns and Adjectives used as Abstract Nouns are preceded by 'the':

18. a) The forester entered **the thick** (the thick part) of the forest.
 b) I like **the yellow** (the yellow portion) of an egg.

If an Adjective is used to indicate a portion of an object, it is preceded by 'the':

19. a) The teacher pulled him by **the** (his), ear.
 b) The baby pulled the cat by **the** (its) tail.

'The' is used before a Common Noun as an alternative to Possessive Adjective. Such 'the' is called 'Possessive the':

20. Omar, **the great**, was a noble kaliph.

Epithets (qualifying words) used after Proper Nouns are preceded by 'the':

21. a) **The battle of Palassey** is memorable in the history of Bangladesh.
 b) **The Sepoy Mutiny** was against the British.

'The' is used before the historical names:

22. a) **The darkest** cloud has a silver lining
 b) I bought **the best** book from the market.

'The' is used before the Superlative degree of an Adjective:

23. a) **The more** you get, the more you want.
 b) **The more, the merrier.**

'The' is used as an **Adverb with Comparatives**. Such 'the' is called **Adverbial 'the'**:

24. **Generally Proper Nouns don't take 'the' before them. But there are some Proper Nouns that must be preceded by 'the':**

| [Nouns | Proper Nouns with 'the' |
|-----------------------|--|
| (a) Holy books | The Quran, the Bible, the Ramayana. |
| (b) Newspapers | The Guardian, the Daily Ittefaq, the Daily Star. |
| (c) Ships | The Titanic, the B.N.S. Padma, the Banglar Tari |
| (d) Trains | The Silk City, the Rajdhani Express. |
| (e) Aeroplanes | The Concord, the Boeing 707. |
| (f) Space crafts | The Skylabs, the Apollo- 11. |
| (g) Famous buildings | The Tajmahal, the Banga Bhaban. |
| (h) Rivers | The Nile, the Meghna, the Volga. |
| (i) Seas | The Arabian sea, the Japan sea. |
| (j) Oceans | The Pacific Ocean, the Indian Ocean. |
| (k) Gulfs | The Persian Gulf, the Bay of Bengal. |
| (l) Mountain ranges | The Himalayas, the Alps, the Andes. |
| (m) Groups of islands | The Andamans, the West Indies, the Hebrides. |
| (n) Deserts | The Sahara, the Thar, the Gobi. |
| (o) Directions | The north, the south. |

Exception : But no 'the' is used before one of its kind:

| | |
|----------|---------------------------|
| Mountain | Mount Everest, Mount Abu |
| Island | Java, Ceylon, Sicily |
| Cape | Cape of Good Hope |
| Lake | Lake Baikal, Lake Sambhar |

Exercise

1. There are errors of article usage in the following sentences. Correct them.
 - a. I will meet you at community centre.
 - b. I will see manner tomorrow.
 - c. There is a farmer working in the field. Farmer is healthy.
 - d. Mayor of Dhaka City Corporation presided over the meeting.
 - e. He is staying at Hotel Sheraton.

Lesson 2: Zero Article (Definite) Omission of A/An:**1.1 Plural Nouns are not preceded by A/An:**

- a) Cows are domestic animals. [not a cows]
- b) Cats are fond of milk. [not a cats]
- c) Eggs are useful for health [not -an eggs].

1.2 Uncountable nouns are not preceded by a/an:

- a) Kindness is a noble virtue. [not - a kindness]
- b) Milk is a nutritious food. [not - a milk]
- c) Water is life. [not - a water]

The zero article, i.e., absence of article, serves as an indefinite identifier. It occurs before:

a countable plural noun referring to a class as - a whole:

Cats like fish.

Tigers are ferocious animals.

The examples above state a characteristic of cats and tigers in general.

- A countable plural noun referring not to the class as a whole but to a number of indefinite examples:

Examples

Boys in the classroom are making a noise.

There are people waiting to come in.

- The zero article occurs before an uncountable noun referring to the whole class of thing or to an indefinite unidentified amount, e.g., gold and honesty:

Gold is a precious metal.

Honesty is the best policy.

- Names of meals taken at regular times during the day are generally in zero-form:

He came before breakfast.

Lunch is ready.

They had just finished dinner when a guest arrived.

If 'the' refers to a meal taken on a special occasion or if the thought is more of the food itself, zero is not used:

He attended a lunch given by the Managing Director of the bank. The dinner was excellent.

- Words like *father*, *mother*, *uncle* are normally used with zero-form in the family circle:

Father has not yet come home.

Mother is busy cooking.

Uncle is coming to dinner.

Baby is crying.

- Uncountable nouns accompanied by an adjectival retain their zero-form:

Human life is short.

I am fond of English poetry.

- Zero-form is normally found with words denoting public institutions like *school*, *hospital*, *market*, etc.

When do you go to school?

School is over at 2.00

He is still in hospital.

Are you ready to go to market?

2.8 'The' doesn't precede any Material Noun:

- a) Gold is a valuable metal.
- b) Jute & tree grow well in Bangladesh.

But definite Material Noun takes 'the' before it.

The jute of Bangladesh is of good quality.

2.9 'The' doesn't precede abstract nouns:

- a) Health is wealth.
- b) Honesty is the best policy.

But particular abstract noun is preceded by 'The':

The kindness of Mohsin is known to all.

2. 10 The Public Institutions like-school, college, mosque, temple church hospital, market etc. are not preceded by 'the' if they are used/or visited with the aim they have established.

- a) We go to school at 10 am.
- b) We go to mosque/church to pray.
- c) We go to market to buy daily necessities.

Otherwise they take 'the' before them.

- a) Father went to **the school** to supervise the construction.
- b) I'll go to **the hospital** to collect the bills.

*** Usually articles are not used in the following field:**

- | | | |
|-------------|--------------|---------------------|
| (i) at home | (ii) by boat | (iii) for breakfast |
| at night | by day | for dinner |
| at school | by plan | for lunch |
| at sea | by train | |
| at work | | |

- (vi) from home
- from school
- from town
- from work
- (v) on food

- (vi) to bed
- to hospital
- to position
- to school
- to sea
- to town
- to work

- 2.11 If 'the house' spoken of belongs to the speaker, it does not take 'the' before it.
- a) Please stay **at home**.
 - b) **Go home**.
 - c) I must **go home** now.
- 2.12 'The' does not precede the name of any game:
- a) Nobody dislikes **football**
 - b) I am fond of **cricket**
- 2.13 **Square, palace, park, avenue are not preceded by 'the':**
Buckingham Palace, Curzon Hall, Gulshan Avenue, College Street etc.
- 2.14 **Appositions to Proper Noun** in respect of rank and profession, are not preceded by 'the':
- a) Queen Elizabeth - I is renowned in the world.
 - b) Hafiz, Headmaster of our school, is well known to all.
 - c) Dr. Masir, Chairman of the Board, is a learned man.
- 2.15 'The' does not precede the complement of an Intransitive Verb:
- Students elected me **captain**.
- We selected him **president** of the committee.
- 2.16 'The' does not precede the name of a language.
- a) **Bangla** is our national language.
 - b) **English** is an international language.

- 2.17 'The' does not precede the name of a **lake, an island, a mountain** etc.
- a) Everest is the highest peak of the Himalayas.
 - b) We'll pass our evening at **Lake Baikal**.
 - c) **Hatiya** is an island.
- 2.18 '**The**' does not precede the name of **days or months**.
- a) I was born on Wednesday in **June** 1947.
 - b) **Sunday** is the first day of the week.
- 2.19 'The' does not precede the name of a **disease**
- a) **Cholera** is a water borne disease.
 - b) **Typhoid** is too harmful to health.
- 2.20 'The' does not precede **Allah or God**.
- a) **Allah** is Almighty.
 - b) **God** is gracious.
- 2.21 'The' does not precede the name of **famous books** if they are written after the writer's name.
- Shakespeare's Hamlet** is a tragedy of doubt.
- Rabindranath's Geetanjalee** won Nobel Prize.

Exercise

3.1. Correct the following sentences.

- a) Have you had the breakfast?
- b) He's going to the hospital?
- c) A child is not old enough to go the school'
- d) I am fond of the English poetry.
- e) He is studying the Bengali literature.

Lesson 3 : Use of articles (the Indefinite Article)

The indefinite article is a or an. When the head of a nominal group is a singular countable noun: a is used before a word beginning with a consonant sound; an before a vowel sound:

| | | |
|--------|-------------|--------------|
| a boy | a red mango | a university |
| an egg | an old man | an uncle |

a/an can refer to a class of thing as a whole:

A dog is a domestic animal.

This is a typical form of a definition. Class is also emphasised in .

This is a mango, not a pear.

a/an is obligatory when a countable singular noun used after a be verb:

He is a teacher.

She is a housewife.

a/an is also used in this pattern:

This rice is 20 Tk a kilo.

These apples are Tk 100 a kilo.

In commercial English a could be replaced by per.

Read the following passage:

Yesterday I was walking in my kitchen garden. Suddenly I heard a sharp sound coming from a mango tree. I looked up and saw a beautiful bird with a long beak. The bird was pecking at the tree. It was a woodpecker. I stepped unconsciously on a dry twig and there was a cracking sound. Hearing the sound, the woodpecker got scared and flew away.

Notice the use of articles (*a/an, the*) in the passage.

Indefinite articles:

| | |
|------------------|------------------|
| a sharp sound | a woodpecker |
| a mango tree | a dry twig |
| a beautiful bird | a cracking sound |
| a long beak | |

The nouns in the above phrases are countable singular and when a countable singular noun is used for the first time, an indefinite article (*a/an*) is used before it. But when the noun is used again, the definite article (*the*) is used because the noun has become definite.

the sound

the bird

the woodpecker

Here is a piece of dialogue.

Hasan: Ali, can I have a glass of water?

Ali: Yes, of course. Here you are.

Hasan: Is it tap water?

Ali: No. We don't drink tap water. We drink tube-well water.
We've got a tube-well, you know.

Hasan: Good. Tube well water is safe to drink. But the water looks coloured. Why is that?

Ali: The iron content of the water in our tube-well is pretty high.
That may be the reason why the water looks like that.

Hasan: Water high in iron content might be harmful if you drink it over a period of time.

- Ali: What can we do then?
Hasan: You can use a filter. Filters remove all harmful substances.
Ali: Well, I will ask father to buy one.

This piece of dialogue further illustrates the article usage. Note the following noun phrases:

a tube-well
a filter

These are countable singular nouns and as has been pointed out before, countable singular nouns when mentioned for the first time take an indefinite article. That is why we have used: a tube-well, a filter. Look at the following noun phrases:

| | |
|------------------|-------------------------------|
| tap water | the iron content of the water |
| tube well water | filters |
| a glass of water | harmful substances |

Exercise

1. There are errors in the use of articles in the following sentences. Correct them.
 - a. While in Dhaka he stays at Hotel Sheraton.
 - b. What's on at Naaz?
 - c. Many people have their meals at a chinese restaurant called King Kong.
 - d. I read daily New Age.
 - e. The dinner is served.
 - f. I take the breakfast at 8:00
 - g. The books must not be removed from the shelves.
 - h. The things are beginning to look better.

2. **Fill in the gaps with Articles. Put a cross (x) where no article is needed.**

- a) ----- U S A is ----- most powerful country.
- b) ----- Thomas Alva Edison invented ----- telegraph.
- c) What is ----- Dhaka famous for?
- d) ----- Titanic sank in to ----- Atlantic.
- e) Pacific is ----- largest ocean.
- f) In rainy season ----- students carry umbrella to ----- school.
- g) Last week I attended ----- seminar at ----- Mainamoti.
- h) ----- Amazon is ----- longest river in Latin America.
- i) Gulliver went to ----- sea.
- j) I'll start for Rajshahi by ----- plane.

3. **Use Articles where necessary. Put a cross (x) where no article is needed.**

- (a) ----- gentleman is walking with (b)' ----- stick in his hand. He is (c) ----- very well known person here in (d) ----- University campus. He has just returned from (e) ----- USA. He is (f) ----- Professor here in (g) ----- University of (h) ----- Dhaka. He obtained his (i) ----- Ph. D. from (j) ----- foreign University.

4. **Use Articles where necessary. Put a cross (x) where no article is needed.**

- (a) ----- Dhaka stands on (b) ----- Buriganga. It is ----- (c) old city. It is (d) ----- populous city. (e) ----- People of various (f) ----- religions live here in (g) ----- city. Their occupation is not the same. There is (i) ----- Engineering University and an Agricultural (j) ----- University in this city. Dhaka is famous for educational institutions.

5. **Use Articles where necessary.**

- In one fine (a) ----- morning. (b) ----- large crowd gathered under (c) ----- big mango tree in (d) ----- village. (e) ----- villagers announced that a fight would be held between (f) ----- mongoose and (g) ----- cobra. Two snake charmers were sitting under (h) ----- mango tree. They had (i) ----- covered basket in front of them. A small mongoose was running about at (j) ----- end of a long string.

Unit 3

Lesson 1 : Degrees of Adjectives

Comparative degree:

- a. This watch is cheaper than that.
- b. Halim is older than Hasan.
- c. The book is better than the film.
- d. These oranges are smaller than those.

Superlative degree:

- a. That watch is the cheapest of the three.
- b. That watch is the most expensive of them all.
- c. Ahmed is the tallest boy in the class.
- d. He is the most careful driver I know.
- e. The most expensive is not always the best.
- f. Where's the nearest post office, please?

In comparing one thing or one set of things with another set the comparative degree is indicated by *-er* or the pre-modifier *more*. In comparing one thing or set with two or more things or sets, the superlative degree is indicated by the *-est* or the pre-modifier *most*. Comparison with *-er*, *-est* is normal with most monosyllabic words.

| Base | Comparative | Superlative |
|-------|-------------|-------------|
| cheap | cheaper | cheapest |
| big | bigger | biggest |
| fat | fatter | fattest |
| late | later | latest |
| dry | drier | driest |
| cruel | crueler | cruellest |

Seven monosyllabic adjectives do not follow the rule given above. They are:

| Base | Comparative | Superlative |
|---------|-------------|-------------|
| good | better | best |
| bad | worse | worst |
| far | farther | farthest |
| further | further | furthest |
| like | more like | most like |
| real | more real | most real |
| tired | more tired | most tired |

Comparison with *-er, -est* is normal with two-syllable adjectives ending in the suffix *-y* and is optional with such adjectives when they have the addition of the prefix *-un*:

| | | | |
|----------|----------------|------------------|-------------------|
| Normal | happy | happier | happiest |
| | tidy | tidier | tidiest |
| Optional | <i>unhappy</i> | <i>unhappier</i> | <i>unhappiest</i> |
| | <i>untidy</i> | <i>untidier</i> | <i>untidiest</i> |

Comparison with *-er, -est* occurs optionally with certain two-syllable adjectives:

| | | |
|---------|-----------|------------|
| able | abler | ablest |
| clever | cleverer | cleverest |
| common | commoner | commonest |
| feeble | feebler | feeblest |
| gentle | gentler | gentlest |
| narrow | narrower | narrowest |
| shallow | shallower | shallowest |
| simple | simpler | simplest |

Comparison with *-er*, *-est* is also optional in a few other two-syllable adjectives:

pleasant, polite, and solid

It would not occur with the following two-syllable adjectives:

careful careless

certain complex

fertile foolish

frequent normal

public private

Exercise:

1. Use comparative and superlative degrees of the given adjectives in the following sentences:

a. He is polite.

d. They are committed to their work.

b. She is smart.

e. The questions are simple.

c. They are obedient.

f. The weather is pleasant.

2. Give the comparative and superlative forms of the following adjectives and use them in your own sentences.

cheap

smart

short

early

slow

large

careful

small

dear

difficult

tall

pretty

good

short

beautiful

bad

quick

intelligent

fast

Lesson 2 : Degrees of Adverbs

Like adjectives adverbs can express degree.

| Adverb | Comparative form |
|---------------|-------------------------|
|---------------|-------------------------|

| | |
|-------------|------------------|
| fast | faster |
| slowly | more slowly |
| carefully | more carefully |
| loudly | more loudly |
| beautifully | more beautifully |
| quickly | more quickly |
| dangerously | more dangerously |

Example Sentences:

- a. Kamal walks *faster* than his friend Jamal.
- b. Rehana speaks *more slowly* than her sister.
- c. Do the exercises *more carefully* than before.
- d. He speaks *more loudly* than many people.
- e. You have drawn the picture *more beautifully* than many of your friends.
- f. You have done the job *more quickly* than your brother.
- g. He lives *more dangerously* than many people.

Exercise

Use the following adverbs in their comparative forms:

| | | |
|---------------|-------------|------------|
| slowly | nicely | quickly |
| boldly | loudly | innocently |
| beautifully | daringly | carefully |
| intelligently | dangerously | honestly |
| fast | furiously | |

Unit 4

Lesson 1: Verb *to be*

It has eight forms:

| | |
|-----------------------|-------------|
| Base form: | <i>be</i> |
| Present forms: | am, is, are |
| Past forms: | was, were |
| Continuous form: | being: |
| Past participle form: | been: |

Examples

Present forms:

- I am a student.
- He is a teacher.
- You are a doctor.

Past forms:

- He was a politician.
- You were a businessman.

Continuous forms:

- He is being foolish.
- You are being impatient.
- I am being silly.

These sentences mean that the situation is temporary.

Be is used to make continuous tense forms:

- He is watching television.
- I am having a cup of tea.
- They are playing football.
- You are writing a letter.

Present participle form:

He has been absent from the office for a week.

You have been absent from school for two days.

They have been sick for three days.

Be can be used as a full verb:

He is eight.

Jarina was a nurse.

Be is used as an auxiliary to make passive verb forms.

His car has been stolen.

The bridge was destroyed by the flood.

Exercise

1. Fill in the blanks with the correct form of **be**.

I ----- an engineer.

He ----- a farmer.

You ----- a student.

They ----- cricketers

We ----- Bangladeshi.

2. Use past forms of **be** in the blanks:

He ----- a student of Dhaka University.

They ----- members of the Bangladesh Cricket Team.

We ----- teachers of this school.

You ----- a supporter of a student organization.

3. Use continuous or past participle form of **be** in the blanks.

She - (work) at a bank.

They - (play) football.

You - (have) breakfast.

He - (be) ill for a week.

You - (be) foolish

Lesson 2: Verb to have

It has the following forms:

Non-negative

Uncontracted contracted

Present have 've

Past had

Negative

uncontracted contracted

have not 've not haven't

had not hadn't

Example sentences:**Statement**

I have got a spare pen.

She has made a cake.

He has done the homework.

She has broken her glasses.

He has prepared his lesson.

Question

Have you got a spare pen?

Has she made a cake?

Has she done the homework?

Has she broken her glasses?

Has he prepared his lesson?

Statement

He had had a nice holiday.

She had made a cake.

He had done his homework.

She had broken her glasses.

He had prepared her lesson.

Question

Had he had a nice holiday?

Had she made a cake?

Had he done his homework?

Had she broken her glasses?

Had he prepared his lesson?

In the sentences above *have* is used as an auxiliary verb helping the main verb to express the meaning. But *have* can also be used as a full verb. When it is used as a full verb, it makes questions and negatives like all other full verbs.

Did you have a good holiday? (Past time, experience)

Are you having trouble with your lessons?

What do you have for lunch?

We are going to have a picnic next week.

She is having a cup of tea.

Exercise

1. Answer the following questions:

- a) Have you got a dictionary?
- b) Have you had your breakfast?
- c) Have you done your homework?
- d) Have you read this book?
- e) How many mistakes here you made in your composition?

2. These are answers to questions. Ask the questions.

- a) He has drawn a picture.
- b) They have set up a hospital near the bank.
- c) She has not yet done her homework.
- d) The baby has fallen asleep.
- e) He has got a job.

3. Make the following statements negative.

- a) They have got a house in Dhaka.
- b) She has made a cake.
- c) He has read the book.
- d) Mother has done the cooking.
- e) He has broken his leg.

Unit 5

Lesson 1 : Transitive verbs

Kamal *takes* a good breakfast. He *eats* bread, butter, an egg, some fruits and a glass of milk. These foods *'contain'* all the food elements essential to us.

The words in italics in the passage above are transitive verbs.

A verb is transitive if the action does not stop with the agent, but passes from the agent to something else. The verbs in the passage just do that.

More examples:

borrow: He has borrowed a book from the library.

buy: He has bought a car.

have: They have a house in Dhaka.

make: She has made a cake.

turn: Turn the switch on.

Note that in each of the examples the action passes on to something else. The verbs are followed by an object (noun) without which the meaning will remain incomplete.

Here is a list of transitive verbs:

| | | |
|----------|---------|----------|
| achieve | make | guard |
| cut | admire | mention |
| get | defy | reveal |
| maintain | grant | afford |
| rent | mean | describe |
| address | respect | handle |
| damage | affect | name |
| give | demand | risk |

| | | |
|----------|------------|-----------|
| avoid | include | consider |
| design | process | receive |
| hate | support | use |
| need | carry | control |
| see | dread | favour |
| bear | influence | lack |
| desire | produce | recommend |
| have | take | value |
| own | catch | do |
| seek | enjoy | like |
| believe | introduce | record |
| destroy | pronounce | want |
| hear | tease | raise |
| plant | claim | trust |
| sell | issue | fear |
| blame | protect | like |
| discover | test | record |
| heat | commit | remove |
| please | exchange | convince |
| shock | justify | lower |
| build | provide | list |
| discuss | threaten | release |
| hire | welcome | correct |
| prefer | complete | fill |
| specify | experience | love |
| buy | kill | remember |
| display | reach | wear |
| hit | upset | create |
| prevent | concern | free |
| spot | consider | |
| calm | know | |

Lesson 2 : Intransitive Verbs

When you are talking about an action or an event which does not involve anyone or anything other than the subject you use an intransitive verb.

Examples

He *laughed*.

Dogs *bark*.

She *screamed*.

Here is a list of intransitive verbs:

| | | |
|--------------|-------------|-----------|
| ache | decay | itch |
| disappear | fall | sigh |
| advance | depart | laugh |
| disintegrate | falter | fluctuate |
| arise | deteriorate | moan |
| doze | fidget | slip |
| droop | digress | laugh |
| arrive | flinch | smile |
| bleed | die | occur |
| evaporate | flourish | snarl |
| blush | dine | pause |
| ensue | gleam | sneeze |
| cease | grow | persist |
| erupt | scream | snort |
| cough | happen | prosper |
| exist | rise | snore |
| crackle | hesitate | quaver |

| | | |
|-----------|---------|-----------|
| expire | shine | sparkle |
| cry | howl | recede |
| faint | shiver | speak |
| relent | swim | waver |
| squeak | throb | weep |
| squeal | tingle | wilt |
| stink | vanish | work |
| subside | vary | yawn |
| sulk | vibrate | economise |
| surrender | wait | |

Exercise

1. Use intransitive verbs in the blanks.

- a. He ----- in the pond twice a week.
- b. An accident ----- in Uttara yesterday.
- c. He ----- loudly.
- d. The water level in the river has ----- .
- e. A fox is ----- . The sun has ----- behind the clouds.
- f. He is ----- profusely.
- g. The baby is ----- .
- h. He ----- yesterday.
- i. He ----- from the roof.
- j. The wounded man is ----- .

Unit 6

Lesson 1 : Modals (*can/could*)

Modals are helping verbs. They help the main verbs to express their meaning. Look at the following passages:

A. Hamid is very gifted. He can sing well. He can ride a horse. He can swim. He can play football very well. He can speak English fairly well.

B. Mina is not very intelligent. She cannot speak English. She cannot sing. She cannot dance. She cannot draw.

In passage A, the modal 'can' + main verb (can sing, can ride) tells us that Hamid is able to, or knows how to, do certain activities. In passage B, on the other hand, 'cannot + main verb (cannot speak, cannot sing) tells us that Mina is unable to do, or does not know how to do, certain activities.

Can also refers to different kinds of possibility.

Can you tell me the way to the station?

Yes, I can.

No, I can't.

Possibility decided by law or rules:

You can't park here. (You are not allowed to.)

You can't bring the children to the party. (You are not allowed to.)

Requests:

Can you lend me your dictionary, please? (Is it possible for you to...?)

Can you pass me the salt, please?

Offers:

Can I get you a cup of tea?

Can we give you a lift?

Could:

Could indicates past ability.

I could run fast when I was at school.

I could play football when I was young.

Could indicates polite request.

Could I use your telephone?

Could I have four of those oranges?

Could I borrow your pen?

Could also indicates suggestion.

How can I get in touch with Hakim?

You could telephone him.

My mother is ill. What can I do?

You could call a doctor.

Exercise

1. Name a physical ability that you have and a physical ability that you don't have.
2. Name an acquired skill that you have and an acquired skill that you don't have.
3. There is no school tomorrow. What can you do tomorrow?
4. What is something you could do as a child that you cannot do now?
5. What are the possible ways you can get to school?

A. Fill in the blanks with *can* or *can't*.

Monica lives with her aunt. She is very strict. She ----go out in the afternoon sometimes, but she-----stay out after evening. She ---- invite her friends home and she ----sing aloud.

B. Fill in the blanks with *can*, *can't* or *could*.

- a. There's someone at the door.
- b. Who-----it be?
- c. It-----be the postman.
- a. It-----be the postman. He never comes at this hour.
- b. Then it-----be the milkman.

C. Fill in the blanks with *could* or *couldn't*.

- a. -----you speak English three years ago?
- b. No, I----- ----you?
- a. Yes, I-----

D. Make requests with *can* or *could*.

- a. Hasan, ----- I borrow your pen?
- b. Yes, you-----
- c. Student to teacher: -----I hand in my homework tomorrow, Sir?
Teacher: Yes, you -----

E. For each situation given below make up a short dialogue between two speakers.

The dialogue should contain a polite request and a response to that request.

Names of the speakers: Nazma and Nasima

- A. Nazma does not have enough money to buy a dictionary. She wants to borrow some from Nasima who is her classmate and good friend.

Names of the speakers: Ali and Hakim

- B. Ali is walking down the hall of the office building. He wants to know what time it is. He asks Hakim, a co-worker he has seen before but has never met.

Names of the speakers: Mina and Monica.

- C. Mina is phoning her friend Monica. Shila answers the phone and tells her that she is out. Mina wants to leave a message.

Lesson 2 : Modals (continued)***May/Might***

May indicates permission.

Student: May I come in, Sir?

Teacher: Yes, you may.

Daughter: May I go out, Mother?

Mother: Yes, you may.

May indicates likely, but not certain.

There are heavy clouds in the sky. It may rain.

He has done badly in the exam. He may fail.

The difference between *may* and *might* is that *may* suggests a greater possibility.

There is eighty percent chance of rain this afternoon-----It may rain.

There is thirty percent chance of rain this afternoon-----It might rain.

Exercise

Respond by using 'I don't know. ... + *may/might*

Example

Speaker A: Where is my key?

Speaker B: I don't know. It might/may be in the drawer.

Where does he live? I don't know. He-----

What do you think I have in my suitcase?-----

I can't find my pen. Do you know where it is?

How old do you think my father is?-----

Lesson 3 : Modals (continued)***Should/Ought to***

Read this dialogue.

A: I want to lose weight.

B: You should take more exercise.

A: I'm thin. I want to put on weight.

B: You should eat more.

Should is a polite suggestion or a piece of advice. It is less forceful than *ought to*.

It is a strong positive expression.

Your English is poor. You ought to work harder.

Smoking is bad for you. You ought to give up smoking.

Must/have to

Must indicates command.

Teacher (to students): You must hand in your homework tomorrow.

Mother (to son): You must come back before evening.

Must also indicates internal obligation.

My mother is ill. I must go home at once.

My English is poor. I must improve my English.

Must indicates logical deduction.

You didn't have your breakfast. It is ten o' clock. You must be hungry.

You have just walked five miles. You must be tired.

Must also indicates strong recommendation.

You are sick. You must see a doctor.

You are tired. You must go to bed.

Have to

Present statement

I/you/we/they **have to/don't have to...**

He/she/it **has to/doesn't have to...**

Question

Do I/you/we/they **have to...**

Does he/she/it/ **have to...**

Past statement

I/you/we/they **had to/didn't have to** Did I/you/we/they/he/she/it have to

Children over, 14 have to pay the full fare.

The doctor says the patient has to stay in bed.

Did you have to wait for the bus long?

I have to be at the office at 9:00

Note that the meanings are: necessity based on:

- a) a rule
- b) an authority
- c) circumstances

Have to is used for objective necessity; **must** for what the speaker thinks is necessary.

We have to be there by 5 o'clock.

This suggests that the office closes at 5 o'clock.

We must be there by 5 o'clock.

This suggests all the seats will be taken by then.

Lesson 4 : Modals (continued)**Progressive forms of Modals**

Look at these sentences:

- a) Let's just knock at the door lightly. Ahmed may be sleeping (right now).
- b) The light in Nasima's bedroom is still on. She must be studying (right now).

Continuous form, present time: modal + **be** + **-ing** meaning: in progress right now.

- c) He was not at home when I called on him. He might have been working in the library.
- d) The light in the drawing room is on. They must be watching television.

Continuous form, past time: modal + **have been** + **-ing** meaning: in progress at a time in the past.

Example

He might have been waiting for me.

Exercise

1. Use the appropriate continuous forms of **must**, **should** or **may/might/could**.

- a) Look. The people coming in are carrying wet umbrellas. It (rain)-----
- b) Nina is not answering the telephone. She (sleep)-----

c) Speaker A: Do you smell smoke?

Speaker B: Yes, I do. Something (burn)-----in the kitchen.

d) What's all that noise upstairs. The children (play)

e) A. What are you doing?

B: I'm listening to music. But I (study)---. I have an exam tomorrow.

2. Complete the following sentences with the appropriate forms of the words in brackets. Add not if necessary for a sentence to make sense.

a. Kamal has homework to do. He (should + watch) television right now.

b. Why wasn't Nina present at the meeting last night? She (may+ attend) ...a class.

c. The weather is terrible. I (should + go out)-----today.

Lesson 5 : Modals (continued)

To express willingness, use only 'will'.

a) A: Someone is knocking at the door.

B: I'll answer it.

b) A: I don't understand this problem.

B: Ask your teacher about it. She will help you.

In a) speaker B is saying, 'I'm willing. I'm happy to answer the door'. He is not making a prediction. He has not made a prior plan to answer the door. He is instead volunteering to answer the door and uses 'will' to show his willingness.

In b) Speaker B is sure about the teacher's willingness to help. 'be going to' is not appropriate in a) and b).

Exercise

1. Answer the following questions:

A: Can you post this letter for me?

B: Sure, I (post).

A: The phone is ringing.

B: I (answer) -----.

A: Mr Hakim won't be here next semester. He has resigned.

B: Who (be) ----- the next teacher.

Unit 7

Lesson 1 : Tenses

Present continuous: *be + ing-form*

Read the following passage:

1. The sun is rising. Farmers are going out to work. Cattle are moving to the fields. Birds are twittering. Children are getting ready to go to school. Their mothers are preparing breakfast.

Note : The passage speaks of certain activities. The activities have started but are not yet finished. They might go on for some time.

2. Dr Kamal is living in the United States of America. He is working there. He is working at a hospital.

This passage also uses the continuous form, but the meaning is different. The activities are not going on at the moment of speaking. What they mean is that they have begun before now and will go on for some time. The duration of the activities is temporary.

3. Mr Alim is going on pilgrimage next week. He is coming home next month. He is visiting his relatives after his arrival.

This passage uses the continuous form but it refers to future activities.

To express future time we use such expressions as:

next week, next month, after arrival, etc.

Verbs used in this tense form may be classified into three groups:

- a) Activity verbs: *eat, drink, play, write, etc.*

He is eating a mango.

She is drinking a glass of milk.

The boys are playing cricket.

Amina is writing a letter.

- b) Process verbs: *change, grow, slow down, widen, etc.* As a process has duration, but not indefinite duration, these verbs also go with the continuous form.

The weather is changing for the better.

The child is growing well.

The train is slowing down.

They are widening the road.

- c) Momentary verbs: *jump, hit, kick, knock, etc.*

He is jumping/kicking/knocking. (They refer to repeated movements)

The following types of verbs are not normally used in the continuous tense.

1. Verbs of sensory perception: *see, hear, taste* and *smell*
2. Verbs of mental perception: *know, believe, doubt*
3. Verbs of measurement: *weigh, cost, measure, equal*
4. Verbs of relationship: *have, own, contain, belong*
5. Verbs of emotion: *want, desire, love, hate, like, dislike*

Sometimes **main verb + be + adjective** is used in the continuous tense when it describes temporary activities.

Exercise**1. Put the verbs in the correct tense form.**

- a) She (read) a book.
- b) He (take) a course in computer science.
- c) Hamida (look) for a job.
- d) She (study) English at Chittagong University.
- e) She (get up) early this week.
- f) He (write) a book.
- g) She (paint) a picture.
- h) What is he doing? He (have) a meal.
- i) She (cook) now.

2. Correct the following sentences:

- a) I am disliking him.
- b) She is liking honey.
- c) He goes to school now.
- d) This book is containig some nice pictures.
- e) These flowers are smelling good.
- f) He is hating me.
- g) I am understanding the poem.
- h) He is possessing a house.
- i) He is resembling his father.

3. Use either the simple present or the present continuous.

- a. Hena usually (sit) in the front during class, but today she (sit) in the last row.
- b. Mr Nasim (go) to the office by car, but today he (go) by rickshaw.
- c. I am glad that after six days of rain the sun (shine) again today.
- d. Look. It (rain)
- e. Look. She (cry) again.

2. When it is preferable not to mention the performer.
 - a. He was given some bad advice
 - b. She was told that her English was so good.
3. When we wish to emphasize the receiver rather than the performer
 - a. He was assigned a project.
 - b. She was respected by everybody.
 - c. The disease was detected quite early.
4. In situations of social and historical significance
 - a. Macbeth was written by Shakespeare.
 - b. The Mona Lisa was painted by Da Vince.
 - c. The electric light was invented by Edison.

Exercise

- 1 Distinguish between the active and passive sentences.
 - a. Birds fly to warm countries in winter.
 - b. Courses are completed by the end of November.
 - c. The leaves change color at the beginning of winter.
 - d. The leaves are blown off the trees by the wind.
 - e. The hedge is occasionally pruned.
 - f. Ponds become dry in winter.
 - g. Children must be taught manners.
 - h. The ground has to be ploughed and crops have to be planted.
 - i. Money should not be wasted.
 - j. Dogs bark.
 - k. We celebrate our National Days

- l. He has been injured in an accident
- m. We cry when we are in pain.
- n. He teaches us English.

2 All of the verb constructions in the following sentences are active. Which would sound better in the passive? Change them accordingly.

- a. Mr Helal went to Chittagong on a business trip last week.
- b. He arrived at his hotel at 5 p. m.
- c. He asked what time the waitresses would serve breakfast.
- d. He bought magazine and went to his room.
- e. The furniture in the room was expensive.
- f. Some manufacturers had made it.
- g. The look of the room pleased Mr Helal.
- h. Someone had designed it for comfort.
- i. He sat down in an armchair and began to read the magazine.
- j. He was reading of a maid servant.
- k. The mistress of the house maltreated her.
- l. So she ran away.
- m. A kindly man picked her up.
- n. He took her home.
- o. He sent her to school
- p. In due course she passed her SSC exam.
- q. The man married her off to a nice young man.

3. Change the following sentences from active to passive. Include the agent only when it is appropriate to do so.

- a. The farmers grow jute in Bangladesh.
- b. These days machines harvest corn.

- c. The farmers store the corn in go-downs.
 - d. An architect designed this mosque.
 - e. Everybody admires the design.
 - f. Our school organized a debate last week.
 - g. Altogether ten students took part in the debate.
 - h. Everybody listened to the arguments with attention.
 - i. They applauded the speakers frequently.
 - j. At the end of the debate they took a vote.
 - k. Team B won the debate.
 - l. We enjoyed the debate.
4. Mention the name of a world famous piece of literature and tell who wrote it. Use a passive construction.
- a. Mention the name of a Bangla book you like most and tell who wrote it. Use a passive construction.
 - b. Mention a world famous discovery or invention and tell who discovered or invented it. Use a passive construction.
5. Write five sentences in the passive voice and explain why each of your sentences should be expressed in the passive voice.
1. Read the following paragraph written mostly in the passive voice.
- In a university a degree programme is divided into a number of courses. Each course is taught by a teacher. The teachers are chosen according to the areas they are interested in. The lectures are presented in a room equipped with multimedia. After the lecture the students are required to answer questions from the teachers. The students are also allowed to ask questions on points they don't understand. Students are also required to make presentation on the book they have been taught. This method of teaching is followed all over the world.

2. Following the model paragraph, write a paragraph of your own on The Method of Teaching in Your School. Use passive voice as far as possible.

Here is another model paragraph in the passive voice.

English is taught in this country as required reading. But the students' level of competence in the language has been poor. One of the reasons is that they are not properly motivated. They want to pass the exam, not learn the language. As a skill subject, it is required to be practised a lot. Moreover, the teaching is not effective. Teachers are not trained. Something should be done about it. Unfortunately very little is being done.

3. Following the model, write your own paragraph on How English is taught at your school. Use passive voice as far as possible.

Here is still another paragraph on My Method of Writing

I am a writer. A lot of my time is spent on writing. As soon as my breakfast is finished, I go to my writing table. The table is neatly arranged. The books are placed on one side and the papers are placed on the other. As I write all kinds of things, the topic has to be decided on first. Then I think out ideas which are jotted down. The ideas are developed quickly. The writing is revised again and again until I am satisfied.

4. Following the model write on Your Method of Work. Use passive voice as far as possible.

Unit 13

Lesson 1 : Subject-verb Agreement (revision)

Agreement (Concord) of number

With all verbs except **be** the question of number agreement arises only in the present tense:

He knows-----they know

In the past tense there is no concord variation:

He knew-----They knew

Be differs from other verbs in having many forms (am, is, are) in the present tense: I am sure

He is sure.

They are sure.

Be is also exceptional because it has two forms was (singular) and were (plural) in the past tense.

Pronoun agreement

A pronoun which refers back to a singular noun phrase is in the singular and a pronoun which refers back to plural noun phrase is in the plural:

He lost his life.

They lost their lives.

Notional agreement

Sometimes the singular form of a noun can be treated as plural.

The public are getting tired of these strikes.

This is called notional concord because the verb agrees with the idea of plural in the group noun (public) rather than the actual singular form of the noun, but it is also possible to treat a group noun as singular. The plural verb after a group noun are more common in British than American English. Here are some more examples:

The audience was delighted with the song.

A committee has been set up to inquire into the matter.

The committee believe that their proposal should be accepted.

The majority of the population in Bangladesh are Muslim.

The government has recognised the need for reforms.

The government have resigned.

Attraction

The basic subject -verb rule of singular subject + singular verb and plural subject + plural verb is sometimes influenced by attraction. This means that the verb tends to agree with a noun or pronoun that closely precedes it, instead of the headword of the subject.

A large number of students have asked me to write a simple grammar of English.

A variety of methods are used in teaching English.

The grammatical heads of the noun phrases (*number and variety*) are singular. But the plural noun in the of-phrase influences the nearby verb. We call this feature 'attraction' or 'proximity' More examples:

No one except his supporters agree with him.

Neither his brother nor his sisters approve his decision.

Concord (agreement) with coordinated subject

When a subject consists of two or more noun phrases joined by **and**, the verb is plural.

Asad and Aslam are brothers.

Monday and Tuesday are very busy days for me.

A singular verb is used when the two nouns represent a single entity.

Bread and butter is what most people have for breakfast.

Law and order is important.

Concord with indefinite expressions of amount. These expressions are; *no* and *none*:

No person of that name lives here. (singular count noun + singular verb)

No people of that name live here. (plural count noun + plural verb)

So far no money has been spent on repairing the road. (uncountable noun+ singular verb)

I have ordered the cement but none of it has yet arrived.

With *of*+ plural noun both a singular or plural verb can be used.

None of us is/are happy with the situation.

In conversation a plural verb is the more natural choice.

None of the students have done their homework.

None of my teachers have said anything about it.

None of the teachers were trained.

The same rule applies to *neither* and *either*.

I have sent cards to Bella and Shila, but neither has replied.

The plural pronoun *they* is often used as a replacement of persons ending in *body* and one.

Everyone thinks that they know the answer.

Has anybody brought their camera?

Exercise

1. Choose the correct verb in the brackets.

- a. (Have, has) anybody a pen?
- b. None of the students (have, has) brought their homework.
- c. None of the rickshaws (is, are) unoccupied.
- d. Everyone (thinks, think) that the crime rate is on the increase.
- e. No money (have, has) been made available to us.
- f. Time and tide (wait, waits) for none.
- g. Hammer and scythe (is, are) tools for peasants.
- h. Either Rahim or Karim (is, are) responsible for breaking the window.
- i. Ms Hena, as well as her daughter, (is, are) going shopping.
- j. The government (have, has) reduced duties on some essential items.
- k. The inquiry committee (has, have) not yet made its report.
- l. Thunder and lightning often (accompany, accompanies) rain.

Unit 14

Composition

A. Writing Instructions

When you write instructions of any sort, you must combine accuracy of detail with brevity and order.

How to Operate a Radio

Put the plug in and turn the radio on and increase volume by turning knob A to the right. Select wavelength by choosing and depressing J (VHF) K (MW) or L (I.W). Select the right station by moving the red needle C to the left or right with knob B. Increase tone by turning knob H to the right.

Language Notes

Use base form of verb:

Turn...

Increase/ turn up

Decrease/ turn down

Means (how to carry out instructions)

By means of.

Sequencing:

First, second, third...

When...

Before -ing...

After...

Next, then, after that...

Finally

How to Improve Your Eyesight

Method One: Palming

Palming is a good exercise for your eyes. To palm, it is necessary to sit, in an armchair or on a sofa; get yourself as relaxed as possible. Then close your eyes and cover them with your hands, crossing them slightly so that the left palm is over the left eye and the right palm over the right eye, both slightly cupped and leaving sufficient space for the nose to be free. Do not press on the eyes. Then with eyes completely covered in this manner, allow your elbows to drop on to your knees. The great point is to have the eyes relaxed and covered with the palms. The more black, the colour that is seen when palming, the more relaxed the state of the eyes. If this is done for ten to twenty minutes twice or three times a day, the improvement in vision should be considerable and this method of relaxation is one of the best methods to the natural treatment of defective vision.

Language Notes:

This passage is about how to do something. In this kind of composition, as has been shown before, you use imperative sentences. You omit the subject you and begin with the verb in its base form: close your eyes, cover them, do not press your eyes, allow your elbows to drop.

The main tense form is the simple present tense.

Passive voice is also used frequently.

In this method the eyes are rested much more effectively than any other method.

There is also a conditional sentence of type 1

If this is done for ten minutes.....

The method of developing the passage is to describe the whole process step by step until the instruction is over.

Vocabulary**Nouns**

armchair
sofa
position
eyes
hands
palm
method
improvement
relaxation
assets
treatment
vision

Verbs

palm
close
cover
cross
leave

Pronouns

you
your
yourself
them
themselves

Adjectives

necessary
comfortable
relaxed
left
right
sufficient
free
close
black
considerable
greatest
loose

Adverbs

slightly
completely
fairly
very
effectively

Other adverbials expressions:

in an armchair
with your hands
over the right eye
twice or three times a day

on a sofa
over the left eye
in this way

How to Improve Your Eyesight

Method Two: Swinging

Palming directly rests and relaxes the eyes, but there is another method of inducing relaxation of the eyes and the surrounding tissues. This has the effect of relaxing both mind and body at the same time and is immensely helpful in relieving eye tension. This method is called swinging and it is performed as follows:

Stand upright with feet about 12 inches apart, hands loosely at the sides. Then keeping yourself as relaxed as possible, gently sway the whole body from side to side. Raise each heel alternatively from the ground, but not the rest of the foot. This gentle swaying or swinging has the effect of relaxing the whole nervous system and should be practised two or three times a day for five to ten minutes each time.

After swinging for a minute with the eyes open, the eyes should then be closed. Then reopen the eyes for a further moment and so on all the time, alternating between eyes open and eyes closed. If performed correctly, this swinging exercise has very beneficial effect upon the eyes and nervous system. It is the best means of relieving eye strain.

Language Notes

Vocabulary:

| Nouns | Pronouns | Adjectives |
|----------|----------|-------------|
| palming | your | soothing |
| tissues | yourself | relaxing |
| ground | | whole |
| swinging | | beneficial |
| strain | | surrounding |
| effect | | helpful |

Verbs

relieve

stand

sway

raise

practise

Adverbs

immensely

upright

gently

alternately

correctly

Other adverbial expressions:

at the same time

from side to side

two or three times a day

for five to ten minutes

all the time

each for a period of a minute

As usual, mostly imperative sentences have been used. We have also a number of passive constructions. The whole passage consists of some steps and the steps are clearly and systematically mentioned.

Method Three: Blinking

In addition to Palming and Swinging, there is a third method of producing relaxation of the eyes and this through the agency of blinking.

The normal eye blinks at regular intervals all the time it is open; it is done so rapidly, that we do not see it. But in those suffering from defective vision, the eye becomes fixed and strained and blinking is done consciously and with effort.

All sufferers from defective vision should therefore cultivate the habit of blinking frequently and regularly, and thus prevent straining.

Learn to blink once or twice every ten seconds no matter what you may be doing at the time, and especially when reading.

This is a very simple and effective way of breaking up strain. It will enable the sufferer to do more reading than before.

Language Notes**Nouns**

interval

blinking

process

strain

Adjectives

normal

fixed

effective

defective

Verbs

blink

cultivate

prevent

break up

Adverbs

rapidly

frequently

regularly

especially

Other adverbial expressions:

at regular intervals

all the time

once or twice every ten seconds at the time

in addition to

through the agency of blinking.

Note the use of process description:

The normal eye blinks at regular intervals...

It (blinking) is done rapidly

The eyes become fixed and strained...

Blinking is done effortlessly...

In this kind of description simple present tense is used as we find in the examples.

Note also the use of the modal should:

All sufferers from defective vision should cultivate the habit of blinking...

We use this modal to give advice.

Method Four: Cold Water

Cold water is very effective in toning up the eyes and the surrounding tissues and should be used as follows: Whenever you wash yourself before drying lean over the bowl, dip your hands in the water (palms upwards and cupped) raise them full of water to within two inches of your closed eyes. Then splash the cold water on to your eyes smartly, but not violently. Repeat this about twenty times, then dry yourself and rub the closed eyes briskly for a minute or two with your towel.

This will make the eyes glow and it will freshen and tone them up considerably. Do it whenever the eyes feel tired, but in any case it should be performed at least three times a day. It is essential that the water should be cold, not tepid.

Language Notes

| Nouns | Adjectives |
|--------------|-------------------|
| bowl | tired |
| water | cold |
| eyes | closed |
| towel | essential |
| Verbs | Adverbs |
| wash | smartly |
| lean over | violently |
| dry | briskly |
| make | considerably |

Other adverbial expressions:

| | |
|----------------------------|----------------|
| twenty times | with the towel |
| at least three times a day | in any case |

Sentence patterns:

Most sentences in the passage are imperative and the tense is simple present as in the other passages describing a process. But there are also other tenses used. For instance, here is a sentence of simple future:

This will make the eyes glow and it will freshen and tone them...

Note also the use of the modal should:

...It should be performed at least three times a day

It is essential that the water should be cold...

(The Methods of Improving Eyesight are adapted from the book Better Eyesight Without Glasses by Harry Benjamin)

The Marking of Examination Papers

This is how examination papers are marked in Britain. After the paper has been completed by the candidates, it is collected by the invigilator who bundles the papers together and places them, counted and labelled, in an envelope. They are then sent by recorded delivery to the chief examiner, who distributes them for marking. The papers are marked initially by a single examiner. Problem papers are marked and returned to the chief examiner for remarking. In order to sample the marking, the chief examiner selects a percentage of the papers from all examinees and marks them himself or has them marked by a second marker.

Notice that all the paragraphs written above belong to the category of process writing. The following language notes might be of help.

Both active and passive voices are used:

Passive : Yeast is mixed with water

Papers are marked

Active : the chief examiner selects a...

The passive is used frequently in process description in order to focus attention on the object of the process. It would be a good idea if you went through the model texts and wrote down all the uses of the passive.

The imperative sentence is often used in process writing:

break the eggs

add milk and sugar

don't heat too fast

How to send an e-mail

E-mail is a modern method of instant delivery of letters without the help of a personal computer, a modern internet connection, a telephone line or broad band connection. An e-mail account like-Yahoo.com, or hot mail.com is needed too. To send such a mail, logging on the system connected with internet is required. Entering the system we have to type our e-mail address and password. Then we are to select an option. Then the recipients' e-mail address is to be typed. Now we are to go to the 'compose' option. For writing a message recipients e-mail address with date and subject of the mail should be typed. Then type the actual message. Lastly, through the 'send' option, the mail is sent in a moment. We can also send pictures through e-mail. It is the fastest means of communication. Virus may attack through e-mail. Therefore, virus prevention programme must be installed in the machine.

How to make a cup of tea.

Drinking tea is popular in both towns and villages. But all of us do not know how to make a cup of tea though it is very easy to make. For making tea first you need tea dust, a kettle, some water, sugar, milk liquid or powder, a cup, a spoon, a quarter plate etc. Then boil the water in the kettle. Now put some tea dust and sugar in the boiling water. But the quantity of tea dust and sugar varies from person to person. Some take less sugar and some take average amount of sugar and liquor of the tea. You can mix it with a tea-spoon. Then add lemon juice, ginger and other spices. People like it much. Again add milk with raw tea to have milk-tea. Finally, pour the liquid tea in to a cup with the help of a sieve and tea is ready to serve. Drinking a cup of tea refreshes you and removes your boredom. Thus we can prepare tea within five to eight minutes.

Exercise

1. Following this model, write about how examination papers are marked in

B. Paragraph Writing

My Dining Table

My dining table is 5 feet long, 3 feet wide and 2 and a half feet high. It is rectangular in shape with a beautiful smooth Formica top. The top is covered with a plastic table cloth. The table has four tapered legs with designs on them. Six cushioned chairs are placed around the table. The cushioned chairs are covered with brown fibre cloth.

Curtains

The curtains on the windows are patchwork in design and are made by stitching a lot of different squares of materials with interesting colour combinations. Each curtain is about six feet long and four feet wide and it hangs from a wooden rail which has round plastic rings at intervals along it. The wooden rail is brown and the colours in the curtain are green, blue, white, orange and other colours.

Language Notes

When you describe objects you need language in the following categories:

Measurements (e.g. width, height, length, depth, area)

Shape (e.g. triangular, rectangular, oval)

Colour (e.g. yellow, purple, brown, green, red)

Texture of surfaces (e.g. smooth, rough, ridged, bumpy)

Pattern and decoration (e.g. floral, striped, crisscrossed)

Exercise

Write descriptions of your reading table and watch.

An Ideal Leader

An ideal leader is a person who leads general people towards a welfare society. He hardly thinks of his own comfort. He always thinks of making people happy. He is a farsighted man. He foresees the future of his nation. Accordingly, he draws up a master plan and executes it honestly. An ideal leader has a lion heart. He ignores meanness and respects nobility. He does not compromise with the dishonest people who are the enemies of the nation. All the citizens are equal in his eyes. Nobody gets extra advantage from him. He is impartial in a real sense. He is aware of the flatterers and keeps them far away from him. Fear and doubt are unknown to him because he is honest. Whatever he does, he does for the development of the nation. His integrity is unquestionable. He sincerely loves his people and is loved by the people.

Our Headmaster

The Headmaster of our school is a man of principle. He has a charming personality. We always find him serious. Though he is an aged man, he has a young heart. In class rooms sometimes he laughs and makes us laugh. But he becomes serious very quickly when necessary. He not only teaches us but also encourages us. He also takes part in our cultural activities. He never compromises with the standard of education. If we fail to learn a lesson, he becomes sympathetic and makes the lesson simple. But he becomes very angry if he finds lack of discipline among us. For this reason, we respect him as well as fear him. Other teachers of our school also respect him. Our guardians like him for his honesty and sincerity. We follow his advice.

A Rickshaw Puller

The person who paddles a rickshaw for earning money is called a rickshaw puller. He is poor and usually he does not own a rickshaw. He rents it from its owner. He carries one or two persons from one place to another place in exchange of some money. Sometimes he also carries some objects on his rickshaw. He works eight to twelve hours every day. His work is very hard but the money he can save is not enough to maintain a family. For this reason he

lives in poverty. A professional rickshaw puller is often seen in ill health. He cannot pay the fees of a doctor or buy medicine. So he suffers. Even during his illness he has to work in order to maintain his family. Gradually he becomes weak. Sometimes it is found that very oldmen are pulling rickshaws. It is pathetic but they have no option.

A Farmer

In Bangladesh a rural person who cultivates land is known as a farmer. In most cases he is an illiterate man. He learns farming from his forefathers. He goes out early in the morning and works hard till evening. He produces food for others but his family often starves. It is because many of the farmers of Bangladesh do not own enough land to grow food that he requires for the whole year. Such a marginal farmer cultivates other's land and gets a share of the total product. Moreover, there are natural calamities and attack of crop diseases for which he does not always get the expected production. His labour is not socially recognized though his contribution to the national economy is very significant. In towns we can eat nich, vegetables etc because of the hard labour and contribution of a farmer. We should really respect them. A farmer's life should be improved.

The tree

The tree plays a major role for the welfare of human beings. So it is said that tree is our life to live better and safe. We can not think of an environment without tree. The tree helps us in many ways. It supplies us food, furniture, medicine etc. The tree gives out oxygen without which we cannot live. It gives us food when we are hungry and medicine when we become sick. It also gives so many kinds of flowers. Fruit trees grow all over the country. Trees bring down rains to keep the atmosphere cool and fresh. Trees can be planted all the year round but the rainy season is the best period for plantation.

The river

Bangladesh is a land of rivers. This country is criss-crossed by hundreds of rivers. Many rivers spread over the land like a net. Many of these rivers are wide and long. Among them the big rivers are the Padma, the Jamuna, the Meghna, the Karnaphuly, the Teesta, the Buriganga, the Shitalakshma, the Dhaleswary, the Madhumati etc. The small rivers rise in the rains and dry up in the winter. In Bangladesh rivers are slow-moving. The rivers bring silt and make the soil fertile. They are also a great source of vitamins, foods wealth etc. We export fish to foreign countries. It is the source of energy. It has a strong current which can produce electricity. It is important for transport too. Waterways greatly help trade and commerce. The rivers help a lot in the progress and prosperity of the country. It plays a great role in our literature as well as in moulding our way of life. The rivers are the sources of joy and sorrow too. Without rivers water transports cannot ply. This is cheaper than other transports. Hat, bazar, bandar etc. grow on the banks of the rivers. Village markets too grow up on the banks. Therefore, the rivers act as the veins of the country without which a country can't remain alive. So, we should take care of them.

Read each of the model texts carefully and look at the language notes which accompany each text. Following the models, write your own description of the following:

Your father

My Mother

Your Brother

Your Sister

C. Writing a composition from a model

The Life of a Day labourer

Bashir is a day labourer. He gets up early in the morning. He has rice soaked in water and green chilli for breakfast. With a spade and a basket, he goes out for work. He sits in the market place and waits to be hired. Usually he gets hired on building sites. His work includes filling earth, carrying bricks, sand, etc. He has to work from 9 am to 5 pm. The wage he earns, is a little more than tk. one hundred. On his way home he buys rice, vegetables and other items of daily use.

A Newsboy

Belal is a newsboy. Early in the morning he rides on his bicycle to the nearby newsstand and collects various newspapers. Then he goes from door to door and delivers the papers, rain or shine. On a wet day he covers the papers with a sheet of polythene. By nine o'clock, he finishes the work of delivering the papers. He does not get paid everyday. He gets his pay by the first week of the next month. Then he settles his account with the newsagent. He gets commission on the sale. He hands the money over to his mother. She gives him some pocket money.

The Tiger

The tiger is a wild animal. But there are also captive tigers in zoos. Tigers feed on smaller animals. Captive tigers feed on meat supplied by the zoos. Tigers are not only powerful but also beautiful. A tiger can crack the skull of a man as we crack the shell of an egg easily. The tiger's paws are padded, so it can move silently. Its body is covered with brown fur with black strips. This makes the tiger look beautiful.

Vocabulary

| | | |
|-------------------|---|--|
| Nouns | : | tiger, skull, man, shell, egg, paws, fur, strips |
| Adjectives | : | wild, captive, smaller, powerful, beautiful, padded, covered, brown, black |
| Adverbs | : | only, easily, silently |
| Verbs | : | feed, crack, move, make, look |
| Prepositions | : | in, by, of, with |
| Adverbial phrases | : | in zoos, not only..... but also |

Note : Simple present tense is used throughout the passage because it describes the looks, nature and habits of the tiger.

Following the models given above, write paragraphs on:

- a. The life of a farmer.
- b. The life of a fishmonger.
- c. The life of a beggar

Removal of Corruption

Committing immoral acts is corruption. In other words corruption is immorality i.e. doing things in a dishonest way. The authority or the people in power are the means of corruption. This has spread in an epidemic form. This menace has destroyed all our efforts to advance ahead. It has now become a fashion in the society. But it is considered to be a curse in our national life. The nation will surely be drowned in the darkness, terrorism and anarchy. It is specially dominant in government sectors. Politicians are taking extortions from funds granted for various projects. Businessmen are manipulating markets by controlling prices of essential commodities. Security forces are taking bribes from the criminals not to detect them. The history of the world predicts that the country which is guided by honesty, truthfulness and justice would become successful. Corruption is very deeply rooted among the government officers businessmen, politicians etc. It has gone downwards even to the lower class people. In order to eradicate corruption from the country, whole hearted co-operation from the public is absolutely necessary. The government should have strong will to eradicate it and must show zero tolerance for corruption. Then we can remove corruption from the country .

My School

Everybody is fond of his mother, village, school, country etc. I too love my school. It is Moheshpur High school at Moheshpur Upazila in the district of Jhenaidah. It was established in 1841. Mr. K Islam is our Headmaster. He teaches us English well. Our school has ten classes beginning from class six. Each class has two sections. Each section has seventy students. The classrooms are ventilated and well lighted. It is multistoried and south facing. A play ground is at the front and a big play ground is at the west side of the school. Games like football, cricket etc are played here. There are 20 teachers here. Subject teachers teach the subjects. Teachers are well trained and well educated. It begins at 10:00 am and break up at 4:00 pm. There are many books in our school library and students can borrow easily. The results of Junior scholarship and SSC examinations are remarkable. Credit goes to our Head Master and other subject teachers. I feel proud of my school.

My Parents

Allah is the creator of human beings. He orders us to respect our parents and to be sympathetic to them. I love and respect them. I come of a middle class family. My father is a religious teacher and my mother is a housewife. My father is the only earning member and has taught mother how to read and write. Both of my parents can recite the Holy Quran. They learn the meaning of the Holy Quran. Father doesn't have any bad habit. He works in a madrasa, supervises the discipline there and always remains busy. Sometimes he helps the villagers to solve their problems. Mother takes care of us strictly and manages household works. If we fall ill, my parents become very upset and call in a doctor. If we cut a bad figure in the examination, my father meets our teachers and sees our defects. To me my parents are my model. I try my best to follow them. I am happy with my parents and I am proud of them.

Rose

Flowers are the symbol of love and purity. They are well known for their beauty and fragrance. Some flowers are noted for their fragrance and some are for their beauty. But the rose is favourite to us for its colours and beauty. It is called the queen of flowers. It has no rival in respect of colour and scent. It has colour variety - red, pink, yellow, white etc. It grows on bushes having thorns.

Its mother place was the city of Paris. The Japanese are exceptionally famous for its cultivation. At present all the countries of the world grow rose in plenty. It generally grows from June to November. Some grow all the year round. Its scent is very sweet. It makes us very cheerful. We make rose water and scent from it. It makes people lively, lovely, affectionate, kind and so on. We should cultivate roses in a larger scale.

Nazrul Islam

Kazi Nazrul Islam is the National Poet of Bangladesh. He is the Rebel Poet of the undivided Bengal. He comes of a poor family of the village Churulia in Asansole sub-division of Burdwan district in 1899. He completed his primary education. He served as a primary school teacher, a lato chief, a baker boy and then a soldier. After returning to Kolkata he started to writing poems. The spirit of freedom in his heart led him write fiery poems. Agni Bina, Bisher Banshi, Sarbohara, Sindhu Hidole are some of his works. His songs were exiting. He enlivened the dead souls of the Muslims but once he himself became dumb. He has left for us invaluable contributions. A centre named kabi Bhaban was established for making research on him. A university was also set up after his name. Research activities are conducted there on his works. He was at the same time a poet, a singer, a musician, a novelist, a story writer. He died on the 29th August 1976. We pray for him. May Allah bless him in the life here after.

The Greatest Prophet (Sm.)

The people of the whole world are divided in their beliefs. Some believe in Islam, some in Christianity, some in Buddhism, some in Jewism, some in Hindusim etc. Many of them believe in one creator but differ in respect of prophets. The Muslims believe in Allah, as their creator and Hazrat Mohammmad (Sm.) is 'the Last Prophet of Islam.' He is the messenger of Allah. It has been declared that after him no prophet would appear to preach the right path to the human beings on earth. Therefore, he is the last prophet. He is the leader of the prophets. He preached Islam through many hardships and troubles. He was born at Makkah in Arabia in the renowned 'Quraish Family' in 570 AD. Abdullah and Amina were his parents. He lost his father before his birth and mother after six years of his birth. Since his boyhood he spent his

a rich widow, selected him for her husband. He was married at the age of 25 with Khadiza (R). God accepted him as a Prophet at the age of 40 and he started preaching Islam. "There is no God but Allah and Hazrat Muhammad (Sm.) is His messenger." The people of Makkah didn't agree with him and so he left for Madina in 622 AD. The Madinese welcomed him and helped him in his preaching in all respect. Within a short period the number of his followers increased largely. He lost his wife Khadiza (R) at the age of 50. He fought in many wars and battles, and won over them. The War of Badar was a fatal one. At last his mission was successful. In 630 AD Allah helped him to conquer Makkah and after two years at the age 63 Allah has withdrawn him from the earth. He is the greatest and last prophet of Allah for all people and for all ages.

Dr. Muhammad Shahidullah

Allah has created many great and noble men. Learned Dr. Muhammad Shahidullah was a wonderful creation of Allah on earth. Many people contributed largely for our mother tongue. The invaluable contribution of Dr. Shahidullah towards Bengali Language and literature and even Sanskrit is unforgettable in the history. The greatest scholar Shahidullah was born at 24 Pargana in West Bengal in 1885. He passed the Entrance Examination in 1904. He obtained his BA degree in 1910 and MA in 1912.

He took a degree in Law in 1914. He joined the University of Dhaka as a Professor of Sanskrit and Bengali. He got his Doctorate Degree from Paris in 1928. His "Bangla Shahitter Katha" published in 1953, was the first well arranged history of Bengali literature. He had to remain in sick bed for two and a half years after he had fallen ill in 1966. The great scholar who was a linguist also, left this world on 13 July, 1969 in Dhaka. He was buried in Dhaka University campus. In memory of his contribution a hall of Dhaka University was named after him. We pray for him. May his soul rest in peace.

Exercise

1. Following this model, write about how examination papers are marked in your school.
2. Write a paragraph, based on the model, on the life of a beggar.

D. Writing dialogues**Examples:****A dialogue between a doctor and a patient whose name is Safiq:**

- Doctor: Please sit down. What is your name?
- Safiq: Thank you. My name is Safiq.
- Doctor: How old are you?
- Safiq: I'm fourteen years old.
- Doctor: What's your problem?
- Safiq: I've been suffering from fever for the last five days. I also feel severe pain all over my body.
- Doctor: What about your taste and appetite.
- Safiq: I feel everything bitter and I don't feel like taking food.
- Doctor: Please lie down on the bed and unbutton your shirt. I have to check your chest.
- Safiq: Yes, doctor.
- Doctor: There is nothing to worry about. You have been suffering from viral fever.
- Safiq: Do I need any medicine?
- Doctor: Yes, here is the prescription. Take these medicines for a week. You'll be all right in a week.
- Safiq: Thank you doctor.
- Doctor: Don't mention it.

A dialogue on reading habit between Sharmin and Rafiq:

- Rafiq: Good morning, Sharmin. Where are you rushing to with such a large bundle of books?

- Sharmin: Good morning, Rafiq. I am going to our school library to return these books.
- Rafiq: Oh, then what Ali told me about you is correct.
- Sharmin: What did he say?
- Rafiq: He told me that you are a book worm.
- Sharmin: I'm sorry; I'm not a book worm. I'm a bibliophile.
- Rafiq: A bibliophile? What does it mean?
- Sharmin: It means a book-lover.
- Rafiq: I see. Will you tell me why you love those dead things leaving aside so many attractive things around you?
- Sharmin: You're wrong. Books are not dead things. They are the living spirits
of great men. Once you're with them you can't leave them.
- Rafiq: Will you teach me how to enjoy books?
- Sharmin: Sorry. None can teach you how to enjoy books. You yourself have to develop your reading habit. Gradually you'll learn to love books. I'm sure you can do it.
- Rafiq: Thank you for your suggestion. I'll try.
- Sharmin: Thank you. I'm sorry I have to go now. I'm in a hurry.

A dialogue between a TV reporter and a student who scored G. P. A-5 in the merit list of a public examination:

- Reporter: Welcome to our studio. Please sit down.
- Student: Thank you.
- Reporter: What's your name, please?
- Student: I'm Shamim Ahmed.
- Reporter: Would you mind telling us something about your result.
- Student: I've scored G. P. A-5 in the SSC Examination this year in

- Reporter: What's the secret of your success?
- Student: I think it's hard work. I studied regularly for five to six hours everyday. That helped me much.
- Reporter: Did you prepare yourself only for some selected items.
- Student: No, I studied everything on our syllabus.
- Reporter: Did you take any special coaching for the examination?
- Student: No, I didn't. I studied at home.
- Reporter: Who inspired you in your study?
- Student: My teachers, specially our English teacher, at school inspired me very much. My parents also inspired me very significantly.
- Reporter: What's future plan?
- Student: I want to study English literature.
- Reporter: Thank you for coming to our studio.
- Student: Thank you.

A dialogue between Suman and a stranger whose pocket has been picked:

- Stranger: Excuse me.
- Suman: Yes.
- Stranger: I'm sorry to bother you. I'm in great trouble. Some unfortunate thing happened to me.
- Suman: What's your problem? What happened to you?
- Stranger: My pocket has been picked. I lost all my money. I have come to Dhaka from Cox's Bazar and now I don't have money to pay for the return journey.
- Suman: I believe you. It usually happens in Dhaka. Now tell me how I can help you.
- Stranger: It'll be a great help for me if you can lend me TK. 500.00 that I need for the return bus fare. I can pledge my watch to you for the

- Suman: Oh, don't say that. Let me check my wallet if I've enough money to spare.
- Stranger: I'm really sorry to impose my problem on you.
- Suman: Please don't mention that. I can spare Tk.600.00.
- Stranger: Tk. 500.00 is enough for me. I don't need more than that.
- Suman: Please take Tk. 600.00. I know you will need more than the bus fare.
- Stranger: I never thought a good man like you lived in Dhaka.
- Suman: Someday I may be in your situation.
- Stranger: Please give me your name and address.
- Suman: Why? Do you want to return the money.
- Stranger: I'll be happy if you allow me to return it.
- Suman: You don't have to return it.
- Stranger: Well, please visit Cox's Bazar next season. My family will be very pleased to receive your family at our house. Here is my address.
- Suman: Thank you. If I visit Cox's Bazar, I'll meet you.

A dialogue between the Headmaster and student:

- Helal: Good morning, Sir. May I have a word with you?
- Headmaster: Good morning. What can I do for you?
- Lelal: My mother is ill. There is none to look after her. May I take the day off?
- Headmaster: I'm sorry that your mother is ill. What is she complaining of?
- Helal: She has a fever and she feels very weak.
- Headmaster: You should call in a doctor.
- Helal: My father has gone to the office. On his way home in the afternoon, he will bring a doctor with him.
- Headmaster: Ok. You can go home now. I hope she will get well soon.
- Helal : Thank you, Sir.

6. A dialogue between two friends about their plans after the exam.

Here is a dialogue between Naheed and Neela about their plans after the examination is over.

Nahid : Hello! Neela, where're you going?

Neela : To the field. You?

Nahid : To the classroom. Don't you have class now? Why are you going to the field this time?

Neela : This is our sports class. So everybody's there.

Nahid : Oh I see! This is our Computer class. Then, how's your preparation for the coming test?

Neela : Not bad. But still I'm thinking for maths and social studies.

Nahid : I'm also worried about these two subjects. But we've some days more. I think the subjects will be finished by this time.

Neela : May be! But I'm afraid.

Nahid : However! What'll you do after scholarship Exam? Have you thought?

Neela : I'd like to go to my native village. My native people live there. I like to spend some days there 'meaningfully'.

Nahid : 'Meaningfully'means?

Neela : I want to do something important work then. I'll try to make some people literate, if possible.

Nahid : Very interestingI thought so. I appreciate your idea. Do you know

I'm teaching my maid at home when I get time?

Neela : Yes! Thank you. If you can do something for others, it will be a great thing for the country.

Nahid : Yes! you're right - OK. See you later. Bye!

Neela : Bye!

7. Write a dialogue between Raka and Raya on **how to make a good result in The examination**,

Here is a conversation between Raka and Raya on **'the means of making good result in the examination'**.

- Raka : Good morning. How are you ?
Raya : Good morning. I'm well. And you ?
Raka : Fine. What about you ?
Raya : I'm in a bad position in respect of my results. It's not satisfactory.
Raka : Well. I understand your problems.
Raya : You always cut a good figure in the examination. What's your secret. Please tell me.
Raka : Sure. I'm very regular in my classes and studies. For any subject I try to understand them. Then I make my notes when necessary.
Raya : That's a good idea. But I always memorize most of the subjects without understanding.
Raka : Oh! What a bad practice! Never do that. First of all, you have to understand the subject matter. Collect new words. Revise them frequently.
Raya : Thank you so much for your good suggestion.
Raka : Thank you.

8. Suppose you are Sourav. **You want to know how to speak English fluently. You need suggestion from your friend Gourab.** Now write a dialogue between you and Gourab.

Here is a dialogue between two friends on how to speak English fluently.

- Sourav : Hello Gourab, how are you ?
Gourab : Fine. What about you ?
Sourav : I'm well. How do you pass your time now a days?

Gourab : You know that I'm very weak in spoken English. So, I'm trying to improve my speaking power. I need your help.

Sourav : That's fine. To be a good speaker in English. You must follow some rules.

Gourab : What're these ?

Sourav : These are pronunciation, stress etc. To follow this you have to listen more and more. Follow the news readers of T.V and radio. It will be a great help, if you can follow BBC and CNN.

Gourab : Thank you for your nice suggestions.

Sourav : Welcome

9. Suppose you are Bristi. You went to visit a book fair with your parents. There you met your friend Dipti. Write a dialogue on the talk you had with Dipti about the fair.

Bristi : Good evening. How are you my friend ?

Dipti : I'm fine, Bristi. Thank you. And you ?

Bristi : I'm also nice, thank you too. When did you come here in the fair?

Dipti : About two hours ago. What about you ?

Bristi : One hour before. Who are they ?

Dipti : They are my parents. Who is he with you ?

Bristi : My cousin Naina. Have you bought any new book according to your choice?

Dipti : Oh ! Yes. You know, I'm very much fond of Sattayjit Roy. I have bought a set of Roy. And you ?

Bristi : I have visited only a few stalls. Let's go together to the stalls and look for interesting books.

Dipti : Yes. I will buy some more new books. Your favorite author is Zafar Iqbal, isn't he ?

Bristi : Oh, sure. Let's go to Kashban Prokashan. There we may get all our cherished books.

5. How to keep fit

Keeping fit needs maintaining a good health. Some think that eating too much is the first condition to keep fit. This is wrong. So my advice is to follow some rules in respect of maintaining some disciplines in food habits. Firstly, try to have a balanced diet everyday. Then ensure proper rest and sleep. Don't eat and sleep more than a healthy man needs. Then take some exercise regularly to keep a sound health. Get up early in the morning. It is the precondition for keeping good health. Then avoid smoking. It is very harmful for keeping a sound health. Lastly, follow the rules of cleanliness. It brings purity in mind. Keep yourself away from the social evils. All these will help you to keep fit.

(These example passages illustrate how to give instructions.. Read the passages carefully and write your own instructions.

Exercise

1. Write instructions for washing clothes.
2. Write instructions for making puddings.
3. Write instructions for making coffee.
4. Write instructions on how to prepare for the exam.

Unit 13

Lesson 1: Writing a paragraph by answering questions from a model and from clues (a little more advanced from class-6)

1. Writing a paragraph by answering the following questions.

- a. Where is the name of your town?
- b. Where is it situated?
- c. How big is it?
- d. What is the size of the population there?
- e. What educational institutions are there?
- f. Are there any industries there?
- g. Do you have any sports facilities?
- h. Is the town neat and clean?
- i. Are you prepared to spend the rest of your life there?
- j. If So, why?
- k. If not, why not?

i. You can write a paragraph by answering these questions:

The name of my town is Assasuni. It is situated in the district of Satkhira. It is a small town. The size of its population is about ten thousand. There are a college and two high schools in the town. There are a stadium and a number of playgrounds in it. We have a match factory close to the town centre. The town is fairly neat and clean. However, I am not prepared to spend the rest of my life here. I want to move to a city because in cities, there might be more opportunities for employment.

Exercise

1. Write a paragraph by answering the following questions:

- a. What is the name of your school?

- b. How far is it from your home?
- c. How do you get there?
- d. When do you go there?
- e. How long do you have to be at the school?
- f. How many teachers do you have there?
- g. What are their qualifications?
- h. How many friends do you have?
- i. Who is your best friend?
- j. Who is your most favourite teacher?

2. Writing paragraphs by answering the following questions.

- a. What's the name of your aunt?
- b. How old is she? c. Is she a housewife?
- d. How many children does she have?
- e. How old are the children?
- f. Does she have a maid to help her with household work?
- g. What is her hobby?
- h. Is she sociable?
- i. Where does she live?
- j. What does your uncle do?

3. Writing another paragraph by answering the following questions.

- a. Do you have a brother?
- b. What's his name?
- c. What class is he in?
- d. What is his favourite game?
- e. What is his favourite subject?
- f. Is he healthy or sick?
- g. What is his hobby?
- h. What does he do in his spare time?

Unit 14

Introducing writing compositions (words: about 100)

Lesson I : Writing a composition from a model.

1. Bangladesh and India (comparison method)

Bangladesh and India, which are neighbours, have a great deal in common. Bangladesh is a developing country where most of the people live below the poverty line. This is also true of India. Bangladesh is mainly an agricultural country where farmers use traditional methods of cultivation. Although India is more industrialized than Bangladesh, agriculture is still its mainstream. Bangladesh is a democratic country with a parliamentary form of government. India is also a democratic, the large democratic in the world, and it has also the same form of government, that is, a parliamentary form. Thus, Bangladesh and India have certain basic similarities.

2. Karim and Rahim (contrast method)

Although Karim and Rahim are good friends, they have very little in common. Karim comes of a rich family. But Rahim is the son of a poor school teacher. Karim is always smartly dressed. On the other hand, Rahim is careless about his dress. Karim is fond of games and sports. In contrast, Rahim is more interested in books than in games. Finally, Karim is indifferent to religion. But Rahim is deeply religious. In fact, they are different in many respects.

Exercise

- a. Write a paragraph on a town and a village using comparison method.
- b. Write a contrast paragraph on travelling by train and travelling by bus.
- c. Write a paragraph on a private school and a government school using contrast method.

Lesson 2 : Writing short compositions about persons, objects, places, etc.**Description of people****1. My Grandfather**

My grand father is in his seventies. He is very handsome. His complexion is fair. There are a few wrinkles around the mouth. He wears a well-trimmed beard which has turned white. He shaves off his moustache. His nose is long. He has a set of regular white teeth. He is neither very tall nor slim. He walks slowly. When he talks, there is a smile on his face. He does not wear glasses; his eyes are still sparkling.

2. Kazi Nazrul Islam

Kazi Nazrul Islam is the National Poet of Bangladesh. He is the unique rebel poet of the undivided Bengal. He comes of a poor family of the village Churulia in Asansole sub-division of Burdwan district in West Bengal on 11 jaiastha, 1306 B.S. Having completed his primary education, he served as a primary school teacher, a lato chief, a baker boy and then a soldier. After returning to Kolkata he took to writing poems. The spirit of freedom in his heart led him write fiery poems. Agni Bina, Bisher Banshi, Sarbohara, Sindhu Hindole are some of his remarkable works. His songs are exiting. He enlivened the dead souls of the Muslims but once he himself became dumb. He has left for us invaluable contributions. A centre named Kabi Bhaban was established for making research on him. A university has also been set up there after his name, and research activities are conducted there on his works. He was at the same time a poet, a singer, a musician, a novelist, a story writer. He was no less a dramatist and a satirist. He died on 12 Bhadrha 1383 Bengali year (29 August, 1976). May his soul rest in peace.

Description of Places

3. Mount Everest

Mount Everest is the highest mountain in the world. It is in the north of India between Tibet and Nepal. It is over 29,000 feet above sea level. It was named after an Englishman George Everest. He was the first to survey the Himalayas in 1841. Mount Everest has always fascinated climbers. But climbing mountains like the Everest is difficult and dangerous. There might be snow slides and cracks under the ice and snow. Besides, the climbers have to face strong winds and bitter cold. Many expeditions had been led to conquer Mount Everest. Some of them had to be abandoned. Many climbers who took part in them lost their lives. Sir Edmund Hillary of New Zealand and his companion Tenzing of Nepal led an expedition in 1953. After two months of difficult and dangerous climbing they succeeded in reaching the top on May 10. They have gone down in history as the conquerors of the highest mountain in the world.

Important aspects of Mount Everest mentioned in the description: Its location: It is between Tibet and Nepal. Its height: 29,000 feet above sea level The origin of its name: It was named after an Englishman, George Everest. The dangerous aspects of Everest: snow slides, cracks in the ice, The names of those who conquered it: Hillary and Tenzing

The passage gives a short but complete picture of Mount Everest All important details have been included in the description. The organization of the details should be carefully noted.

Some useful expressions

- in the north of India
- between Tibet and Nepal
- over 29,000 feet above sea level
- cracks under the ice
- difficult and dangerous climbing
- succeeded in reaching the top

4. The Empire State Building

The Empire State Building in New York City is one of the most impressive buildings of the world. It was 1,250 feet tall when it was opened by President Hoover in 1933. Then in 1951 a TV transmission tower was added for radio and television broadcasts. The tower added 222 feet to its height. The 102storeyed building which is 1,472 feet high is a city within a city. It provides every kind of service for its 16,000 permanent tenants. They include banks, restaurants, shops, drugstores and travel bureaus. It has 73 high-speed elevators, plus four moving stairways on the lower floors, 6,500 windows, 10 million bricks and 400 tons of stainless steel. To meet its communication needs, there are 3,500 miles of telephone and telegraph wires.

As usual, a descriptive passage like this is rich in descriptive details: the year of its beginning, its original height, its present height, the services it provides, the number of tenants, its equipment, etc. All the details are calculated to support the statement that the Empire State Building is one the world's most impressive buildings.

Useful expressions:

- one of the most
- on the lower floors
- a city within a city
- every kind of service
- 102-storeyed building

Exercise

Write paragraphs on the following persons, objects and places:

- a. My School Building
- b. My Aunt
- c. My Home
- d. The Meadow Close to Our School
- e. An Old Banyan Tree

Unit 15

Lesson 1 : Introducing and Writing Dialogues.

1. A Dialogue between a Student and a Bank Manager

Habib walks into the bank manager's room and greets him.

Habib : Good morning.

Manager : Good morning. Can I help you?

Habib : Yes I'd like to open an account with your bank. Could you tell me what to do?

Manager : Yes. You've to open a savings account. Here's an application form. You have to fill it in and be introduced by someone who has an account with us. He must put his signature and write his address and account number in the relevant part of the form.

Habib : Is that all?

Manager : No. Here's a signature card. You have to put your signature on this card and attach two passport-size photographs. They must be attested by your introducer. And last but not the least, you have to bring some cash in order to open an account. We require a minimum of one hundred taka.

Habib : I see. I'll come back as soon as I have got everything ready. Thank you very much for your help.

Manager : You're welcome.

2. A Dialogue Between You and a Stranger

Stranger : Excuse me. Could you tell me the way to the post office?

You : Certainly. Go straight about 100 metres and turn right. Then

walk about 100 metres and take the second turning on the right. Walk down a few metres further ahead and you will find the post office on your right. You can't miss it.

Stranger : Thank you very much.

You : Don't mention it.

3. Write a dialogue between Raka and Maya on how to make a good result in the examination,

Here is a conversation between Raka and Maya on 'the means of making good result in the examination'.

Raka : Good morning. How are you ?

Maya : Morning. I'm well. And you ?

Raka : Fine. What about you ?

Maya : I'm in a bad position in respect of my results. It's not satisfactory.

Raka : Well. I understand your problems.

Maya : You always cut a good figure in the examination. What's your secret. Please tell me.

Raka : Sure. I'm very regular in my classes and studies. For any subject I try to understand them. Then I make my own notes.

Maya : That's a good idea. But I always memorize most of the subjects without understanding.

Raka : Oh. What a bad practice! Never do that. First of all, you have to understand the subject matter. You have to have a fairly good command over language. Revise them frequently and have a commitment to do well.

Maya : Thank you so much for your nice suggestion.

Raka : Thank you.

4. Suppose you are Sourav. You want to know how to speak English fluently. You need suggestion from your friend, Gourab. Now write a dialogue between you and Gourab.

Here is a dialogue between two friends on how to speak English fluently.

Sourav : Hello Gourab, how are you ?

Gourab : Fine and you?

Sourav : I'm well. How do you pass your time now a days?

Gourab : You know that I'm very weak in spoken English. So, I'm trying to improve my speaking power. I need your help.

Sourav : Welcome. To be a good speaker in English, you must follow some basic rules.

Gourab : What're these? Would you please tell me?

Sourav : These are pronunciation, stress etc. To follow this you have to listen more and more. Listen to the news readers mainly BBC, CNN, VOA and even the English news readers of Bangladeshi and other countries.

Gourab : Thank you for your kind co-operation.

Sourav : Welcome.

5. Suppose you are Bristi. You want to visit a book fair with your parents. There you met your friend Dipti. Write a dialogue on the talk you had with Dipti about the fair.

Bristi : Good evening. How are you my friend?

Dipti : I'm fine, Bristi. Thank you and you?

Bristi : I'm also nice, thank you too. When did you come here in the fair?

Dipti : About two hours ago. What about you?

Bristi : One hour earlier. Who are they with you?

Dipti : They are my parents. Who is she with you?

Bristi : My cousin, Naina. Have you bought any new book according to your choice?

Dipti : Oh ! Yes. You know, I'm very much fond of Sattayjit Roy. I have bought a set of Roy. And you ?

Bristi : I have visited only a few stalls. Let's go together to the stalls and look for interesting books.

Dipti : Yes. I will buy some more new arrivals. Your favourite author is Zafar Iqbal, isn't he ?

Bristi : Oh, sure, sure. Let's go to Ananda Book Stall. There we may get all our cherished books.

Dipti : That's right. You may meet with your favourite author too. If you meet, you have the opportunity of getting an autograph of your author.

Bristi : Good idea. But I think I'm not so lucky.

Dipti : May you have this opportunity.

Bristi : Let's hope so.

6. Write a dialogue about the necessity of reading newspaper between Nitu and Zishan.

Nitu : Hi, Zishan, how are you ?

Zishan : Fine and you ? Where are you going?

Nitu : Well. I'm going to buy a newspaper. Zishan, what is your idea about reading newspaper daily"

Zishan : Oh, Yes. It's a good habit. A modern man has to read newspaper daily. It is very much helpful for us in so many ways.

Nitu : Yes. we find various types of information in a newspaper like current affairs, games & sports, trade & commerce, literature, art & culture, film & so on.

Zishan : That's right. Modern civilization go hand in hand with it. We can not think of a day without reading a newspaper.

Nitu : You see, sometimes false news leads to many mishaps.

Zishan : Ok. There is nothing unmixed in this beautiful world. But, reading newspaper daily is essential for everybody.

Nitu : That's true. Ok. Bye.

Zishan : Good bye.

7. Suppose you are Sabab. Your friend Nibir feels tired & looks sick. Suggest her about the importance of morning walk. Write a dialogue between you & your friend Nibir about the benefits of morning walk.

For keeping our body fit we take exercises like morning walk. Here is a conversation between two friends about the importance of morning walk.

Sabab : Hello, Nibir ! Good afternoon. Where are you going ? You look so tired and sick. Anything wrong ?

Nibir : Good afternoon. How are you ? I'm going to a doctor's chamber. Nowadays I always feel tired and sleepy.

Sabab : I'm fine. No matter. Do you know morning walk is better for human health?

Nibir : Exactly not so.

Sabab : This is the main cause of your tiredness and sickness. Try to start morning walk from tomorrow. You will feel hale and hearty like others.

Nibir : Is it ?

Sabab : Yes, surely.

Nibir : Thanks a lot for your wise suggestion. I'm going to start so. Ok, see you again. Bye, bye.

Sabab : Bye.

Unit 16

A. Personal/Informal Letters

1. A cousin of yours was born and brought up in England. He is about your age. Write a letter to him asking him to come and spend a couple of weeks with your family.

20 Satmasjid Road

Dhanmondi

Dhaka 1209

15 August 2006

Dear Akbar,

I haven't heard from you for a long time. I hope you are getting on well. I take it that you are going to have a long summer holiday. Why don't you come and spend a part of the holiday with us here in Bangladesh? In summer the weather here is very hot, but if you come, I will ask my father to have your bedroom air-conditioned. You won't feel the heat. In summer we have plenty of fruits in Bangladesh. They are of various kinds such as mangoes, liches, jackfruit, blackberries, and a host of others. Some of these fruits you have never tasted. We have a little car and we will show you around the country. The rural areas are dotted with green trees, miles and miles of fields are covered with green grass. Rivers, big and small, wind about all over the country. You will really enjoy the countryside. My parents will be delighted to have you here. My mother is a wonderful cook. She can make very tasty dishes. I look forward to hearing from you soon.

With best wishes,

Samad

In this letter a few points are worth pointing out. It is a letter of invitation to a cousin living abroad. The letter-writer is inviting the cousin to come and spend a few weeks here in Bangladesh. In order to persuade his cousin, he uses a number of strategies. He knows that for someone born and brought up in England the idea of spending holidays in Bangladesh, particularly in summer may not appeal to him. So he suggests a way of overcoming the problem of weather and then plays up the attractive aspects of Bangladesh. He also points out how much his parents will be glad to have him here.

The letter is persuasive enough.

Language Notes

| | | |
|-------------------|---|--|
| Nouns | : | time, holiday, Bangladesh, summer, weather, bedroom, heat, plenty, fruits, mangoes, litchis, black berries, host, car, country, areas, trees, miles, fields, grass, rivers, country-side, parents, cook, dishes, wishes. |
| Verbs | : | heard, hope, take, come, spend, ask, feel, have, tasted, enjoy, make, look forward to. |
| Adjectives | : | long, hot, air-conditioned, various, little, rural, green, big, small, delighted, wonderful, tasty. |
| Adverbs | : | well, very, never, really. |
| Other expressions | : | heard from, getting on, going to have, a part of the holiday, to have your bedroom air-conditioned, plenty of, show you around, dotted with trees, all over the country, look forward to. Tenses used in the letter and introduced in the grammar section. |
| Present simple | : | I hope, I take it, come and spend. |

Present continuous : You are getting on well, we are going to have

Future indefinite tense : I will ask my father, you will feel, we will show
you, you will enjoy, will be delighted.

2. A Reply from Akbar

Dear Samad,

Thank you very much for your letter of the 15th instant. I am absolutely delighted with your invitation to spend my summer holidays in Bangladesh. I have never been there. The idea of making a visit and meeting you all excite me. You have played up the attractive aspects of the country and they have made a powerful appeal to me. I've talked to my parents about it and they like the idea. But the air tickets for the trip to and from Bangladesh involve a lot of money. They are considering the matter. But they have assured me that even it is not possible for all of us to go, they will let me make the journey by myself. So, in any case, I will come and I'm looking forward to it. I will write to you about the date later. Please convey my regards to uncle and aunt.

With best wishes,

Akbar

The reply from Akbar begins appropriately with an expression of thanks for the invitation. There is a note of enthusiastic pleasure in his tone. He responds positively.

He goes so far as to hint that his parents might also come if money is no problem. But if they fail, he will make the trip all by himself.

Language notes

| | |
|--------------------|---|
| Nouns | : invitation, holidays, aspects, regards, appeal, regards, trip |
| Adjectives | : delighted, attractive |
| Adverbs | : absolutely, seriously |
| Verbs | : make, meet, excite, convey, assure The tenses used in the passage |
| Present perfect | : I have never been there. You have played up the attractive aspects It has made a powerful appeal to me. They have assured me |
| Present continuous | : They are seriously considering the idea |
| Simple future: | I will write to you. |

3. A letter of condolence

10 Satmasjid Road

Dhaka

15 April 2006

Dear Rahman,

I am very sorry to hear of the sudden death of your father. He was such a wonderful man, considerate and loving. His death must be a terrible shock to you and your mother. I pray for the salvation of his departed soul. Death is absolutely inevitable. We have got to accept it. I hope Allah will give you strength to get over the shock. If there is anything I can do to help, don't hesitate to let me know.

Yours

Arif

4. Write a letter to your friend, Sarah, describing her about your rural home.

Fatema Villa

Lakshmipur

12 April 2009

My dear Sarah,

It's a long time since we met. Thank you for your nice letter. But your recent letter has broken the silence. You wanted to know about my rural home.

I love my country home. My grandfather, a muslim saint lived in this house. My father inherited one fourth of the property. The houses here are all thatched. My father is a teacher. Though our home is like a hut, it has its own beauty. Mother keeps it neat and clean. Of the three rooms, one is for parents, one for me. The little kitchen is totally separate to keep the residence cool. The home has some other houses. My uncles and aunts dwell there.

The lane from my home to the main road is so higher than the farming land that it is not over flooded in the rainy season. There is a toilet outside of the home. I have deep love for our home.

Hope a reply with a comment on such a rural home.

Yours truly,

Zinat

| | |
|------------|-------|
| From | To |
| Zinat | Sarah |
| Lakshmipur | Dhaka |

5. Write a letter to your friend about the school where you study.

24 October 2009

Room No. 5

North Hostel

Nasirabad

Chittagong

My dear Shahjahan,

Your letter is to hand. I didn't hear from you for a long time. I was very anxious for you. Your letter has freshened me. This letter has demanded a brief description of my school.

Ours is a big school. There are 3000 students in our school. This is Nasirabad Government High School. It is at the northern side of the city. This is the only government high school in the area. The academic building is a three storied one and the two storied hostel building is on the west facing the high way. This sight is attractive. No other high school has so nice sight and so large as this one. The results of the Primary and Junior scholarships, including the SSC examination are as the best in the city. Parents rush for admission here. Our school has been winning national championship for the last two years in sports. The Headmaster is a trained graduate. He won 'the Best Headmaster Award' in 2007

Our school is, after all, nice and peaceful having all sorts of pleasant environment. I am proud of my school.

No more today. Please write me soon about your rural home. Salam to your parents.

Your loving friend,

Rizwan.

| | |
|-----------------|-----------------|
| From | To |
| Rizwan | Shahjahan |
| 5, North Hostel | 25, Zaman Villa |
| Nasirabad | Kalabagan, |
| Chittagong | Dhaka |

6. Write a letter to your mother informing her the results of the Second Terminal Examination.

21 August 2009

Zilla School Hostel

Barisal.

My dear Mother

I am glad to receive your letter of the 10th instant. I have come to know that all of you are hale and hearty. But my eagerness is about my grandmother. I know you are serious about her diet and medicine. Most probably you forgot to mention her.

You and grandmother are always anxious about my health and my result.. You will be happy to know that I regained my lost position in the second term examination. Dear Mum, merit competition is so high that the difference is almost the same. Our respected teachers too became very confused. Barisal Zilla School is an age-old traditional school. In Maths I scored 99% and on average it is 88%

The honourable Headmaster declared me a lump grant of TK 1000/- as reward for buying reference books and dictionaries. These will be helpful in the next higher classes. I'll visit you after the annual exam.

Hope you all the best.

Yours affectionately,

Atiq.

| | |
|-----------------|-------------------|
| From | To |
| Atiq | Mrs. Hazera Begum |
| Zila School | Kamal Nagar |
| Hostel. Barisal | Noakhali |

B. Formal Letters**1. Write an application to the Headmaster for leave of absence.**

11 January 2009

To

The Headmaster,
Collegiate School,
Chittagong

Subject : Prayer for leave of absence.

Sir,

I have the honour to state that I could not attend school from the 5th to the 10th instant on account of cold and fever. I felt feverish the day before the fifth and I took early leave from my class teacher for the rest of the periods. Since then I suffered a lot. Today I feel sound and I want to continue my classes regularly.

I hope you would kindly grant me leave of absence for those six days only and permit me to attend the classes regularly from today.

I remain

Sir,

Your most obedient pupil,

Atique Sharif,

Roll-2

Section - A

Class- 7.

2. Write a letter to your Headmistress praying for leave in advance.

30 April 2009

To

The Headmistress,
Khadeeza Kabir Girls High School,
Sylhet.

Through : The class teacher, class VII

Subject : Prayer for 5 days leave in advance

Madam,

Most respectfully, I beg to state that the marriage ceremony of my elder sister would be held on the next Friday. I am the only brother of my four sisters. So I have to assist my father in his work and give company to my sisters too. As a result, it will not be possible for me to attend the classes from 03 to 07 May.

Now, I pray to your honour to grant me five days leave in advance and thus oblige me.

Your most obedient pupil,
Shahina Begum
class - VII
Section-A. Roll - 02.

3. Write a letter to the Headmistress praying for a full-free studentship.

15 June 2009

To

The Headmistress,
Dinajpur Girls High School,
Dinajpur.

Through : The class teacher, class VII

Subject : An appeal for a full free- studentship.

Madam,

I beg to state that I have been a regular student having 100% attendance in the class. In the last annual examination, I scored the highest marks among the students of the school. My father is the only earning member in the family. His income is too meagre to meet our educational expenses. Again the sky-high prices of the commodities have made his hand too short. So it is not possible for me to continue my study any longer without any free studentship.

My earnest appeal to you is that you would please grant me a full-free studentship from the next month and enable me to go on with my studies.

Yours obediently,

Kaniz Asia

class - VII

Section-A. Roll - 01

4. Write an application to the Headmaster for a transfer certificate of your school.

31 November 2009

To

The Headmaster,
Patuakhali Girls' High School,
Patuakhali

Through : The class teacher, class VII

Subject : An appeal for a transfer certificate.

Sir,

Most respectfully I beg to state that I have been a regular student of your school for the last two years. I also completed the annual examination, 2008 today in the first hour of the day. My father is a government employee. He has been transferred to Power Development Board, Dhaka. So it has become impossible for me to study in your school any longer. So I need a transfer certificate from you for my admission in Dhaka.

May I, therefore, pray and hope that your honour would be pleased enough to issue a transfer certificate in my favour. It is noted that I paid up all my dues upto December, 2008.

Obediently yours,

Naima Tareq

class - 7

Roll - 03

5. Write an application to the Headmaster for remission of fine for late payment.

31 March 2009.

To

The Headmaster,
Feni High School,
Feni

Through : The class teacher, class -VII

Subject : Prayer for remission of delay fine.

Sir,

With due honour, I wish to draw your kind notice that I have been a regular student of your school since I got myself admitted in class 6. I used to pay the monthly fees in time. But my father had been ill for some days and mother could not manage the fees. So I failed to pay my tuition fees of the current month on the due date. Today is the last date of payment. I want to pay the fees only.

I, therefore, pray that you would be kind enough to remit the delay fine and order the office to accept the tuition fees only for the said period.

Obediently yours,

Halim

class - VII

Section -B, Roll - 05

Unit 17

Essay-Writing

Introduction

An essay is short piece of writing in prose. It consists of several paragraphs. Each paragraph must contribute something to the development of the topic of the essay. Here follow ten essays. An outline precedes each essay and the ones. They are not meant to be memorized by the students. The students should read them carefully, try to understand the methods of development and use the methods in writing their own essays. The notes that follow the essays should be of help.

The Police

Their dress ----- their duties ----- their relationship with the public

We can recognise a policeman by his dress. He wears a uniform made of khaki or brown cloth. He carries a gum of truncheon. The officers' wear caps and they carry pistols. The dress of the traffic police is a little different. They wear blue trousers with green shirts and white sleeves.

The main duty of the police is to maintain law and order. Wherever crimes are committed, they rush to the spot. If there is fear of violence, or breach of peace, they try to prevent it. They round up criminals and frame charges against them. Then the criminals are put on trial. If they are found guilty, they are sentenced to imprisonment. The traffic police control the movement of traffic in cities and towns. This reduces the risk of accidents.

The police take great risks in doing their duty. The criminals are often armed and the arms are more up-to-date than those of the police. We often read in newspapers about encounters between the police and the criminals. Sometimes policemen get killed or seriously injured and become permanently invalid in these encounters. In the face of these dangers they carry out their duties.

When we think of their work and the risks they take, we must regard them as friends to the people. They give us security. They make our life easy and peaceful. We go about our work without any sense of fear or danger. The world of the traffic police is also important for us. In the big city there are thousands of vehicles moving in different directions. Accidents are most likely to happen if there are no traffic policemen using signals for the traffic. We also find traffic police checking the speed of the vehicles on the high ways. They also try to prevent highway robberies.

So we should cooperate with the police in carrying out their duties. We can do so by giving them information about criminals and by observing traffic rules. The police in their turn should be helpful to the people. There should be mutual trust between them.

Notes

Paragraph 1 describes the dresses of police.

Paragraph 2 explains their duties.

Paragraph 3 explains the risks they take.

Paragraph 4 suggests what should be the relationship between the police and the public.

The Lady with the Lamp

Florence Nightingale was born in Italy in 1820 in a respectable family. From her childhood she wanted to be nurse. Her parents did not approve of her ambition to be a nurse. But she was determined to pursue her ambition. When she was thirty-three years old, she worked in a nursing home in London.

Soon after a war called the Crimean War broke out in a foreign land. She heard of the sufferings of the wounded soldiers. She made up her mind to go out to the war. With a number of other women she started off to see what she could do.

She found that there was a lot of work to be done. The soldiers had no proper food or clothing or medicine. Many died of negligence. Florence did not feel discouraged. She organized, in the face of considerable official opposition, the nursing service to relieve the sufferings of the British soldiers wounded in the war. She and her nurses worked hard to improve things. At night she was often seen passing along the beds with a lamp in her hand. That is why she came to be called 'The Lady with the Lamp'. Her system was adopted and developed in many parts of the world. The Red Cross Movement, which renders service to suffering people, grew out her work.

After the war was over, she came home. She was tired and ill. But her services were recognized. She was honoured with an award, which carried a considerable sum of money. How did she spend the money? She spent it in founding 'The Nightingale Training School for Nurses. It was attached to St. Thomas's Hospital in London. The School trains nurses and shows them how to care for the sick.

She did not care for personal comfort and happiness. Her whole life was spent in services for others. She was -indeed a remarkable woman. She died in 1910. Future generations will always remember her.

Notes

This essay is a biographical sketch. It deals with the life and work of Florence Nightingale. Each paragraph adds something to understanding of this remarkable woman. The emphasis is on her work rather than on her personal life because her work was more important than personal details. The method of developing a life sketch used in the essay should be carefully studied.

Kitchen Markets

What are kitchen markets — description of kitchen markets — some suggestions

Kitchen markets are places where people buy their daily necessities, particularly meat, fish, vegetables, etc. We have them everywhere whether we live in rural or urban areas. In a big city there are a number of such markets. As most of the items are perishable, we need to buy them daily. Those who have fridges can avoid the trouble of going to kitchen markets daily.

These markets are usually overcrowded. People push against one another or elbow their way. They are also usually dirty. Your shoes and clothes invariably get soiled and there are bad smells all around. Things get worse during the rainy season. Parts of the market are full of puddles. The drains are choked. These markets are extremely noisy too because you have to haggle when you buy things. Prices are not fixed. You have to bargain and you are likely to get cheated. When you get home, you find yourself tired, wet and soiled. You may find the fish rotten and the meat full of bones. The shopkeepers are clever people. They do not hesitate to sell their bad items first. Because the shops are overcrowded, you have no chance to pick and choose.

We can avoid this problem of going to these nasty, overcrowded places by setting up shops in every street. People can buy their daily necessities from these shops easily. In big cities we have supermarkets where you can buy essential goods from the same shops. The supermarkets have different sections. The items we buy from kitchen markets are available in one of the sections. It is clean and some of the items like fish and meat are frozen. The prices are fixed. It is very convenient to shop in the supermarkets. But the prices are high. They are beyond the means of common people. They have no alternative but to do their daily shopping in the nasty, noisy and overcrowded kitchen markets. As the saying goes 'what cannot be cured, must be endured'.

Notes

Paragraph 1 defines kitchen markets and tells where they are found.

Paragraph 2 describes what kitchen markets are like.

Paragraph 3 mentions certain unpleasant aspects of kitchen markets: the dirt and filth and the noise.

Paragraph 4 makes some suggestions for improving the quality of these markets.

Summer in Bangladesh

Intorduction — kind of weather in summer — advantages — disadvantage

There are six seasons in Bangladesh. Summer is one of them. Each season has its own features. Summer has its own too.

In summer the weather gets very hot and humid. The sun shines relentlessly from the cloudless sky. No wind blows. Such weather makes people extremely uncomfortable. Sometimes the weather is almost unbearable. Rural people go for a swim in the pond or in the river. In towns and cities where there is electricity people use electric fans to keep them cool. Rich people use airconditioners. The poor fall back upon hand fans, But during sleep at night or by day, they cannot use hand fans. They sweat profusely and wake up suddenly. Mosquitoes come swarming in. Many people sleep under the sky at night. Dust storms are frequent. Ponds and small rivers run dry. Crops are affected for lack of rain.

As the weather is hot, we feel thirsty quite often. Then a drink of cold water is very refreshing. Those who have fridges can have iced water. They can also have soft drinks from shops. But many people do not know that the drinks are not have fridges, usually keep their water in earthen pitchers. Water kept in the pitchers remains cool.

It is said that every cloud has a silver lining. One good thing about summer is that plenty of fruits are available in this season. The fruits include mangoes, blackberries, jackfruits, lichis, etc. These fruits are sweet and luscious. If you have your own fruit trees, you have them free. If the supply of fruits is good, the prices drop. It is bad for the farmers, but good for the buyers, particularly poor buyers. Married women living in towns and cities go to their parents' homes to enjoy holidays and have a feast of fruits.

Notes

Paragraph 1 is an introduction in which summer is mentioned as one of the six seasons in Bangladesh.

Paragraph 2 points out disadvantages of summer.

Paragraph 3 tells how we can overcome the disadvantages.

Paragraph 4 explains the advantages of summer.

Our Food Habits

Food habits differ — the need for planning meals — health and food

Food habits differ from country to country and from person to person. The staple food in Bangladesh is rice. It is also the staple food in many south-east Asian countries including Japan. But in Pakistan and in some parts of India the staple food is wheat. People in European countries eat bread and potatoes. They also prefer meat to fish. In our own country the rich people like meat more than fish. The poor people cannot afford meat. They go for small fish because they are cheaper. Strangely enough, small fishes have greater food value than bigger and more expensive fishes.

On special occasions people prepare special dish. Turkey is a favourite food at Christmas in England. We in this country eat fried rice, beef, mutton, chicken and sweets on Eid Day. These items are usually on the menu at wedding dinners. When we invite guests for dinner at home, we serve the same foods. Soft drinks go with dinners. For ordinary meals we usually have unleavened bread, eggs, milk and fruits or sweets and tea for breakfast. For lunch and dinner most people have rice, meat or fish and vegetables. Working class people usually have soaked rice, salt and chilly for breakfast. For lunch and supper they have rice and vegetables with or without fish.

In planning meals, we should consider primarily the food value rather taste. Many people, particularly children, dislike vegetables. But the vegetables are rich in vitamins and minerals. Those who do not eat vegetables suffer from malnutrition. Beef and mutton contain a lot of fat and fat is dangerous. It makes people overweight or obese. Obesity is the cause of many diseases like diabetes, blood pressure and heart condition.

We must eat what is good for us, not what is tasty. Costly food is not necessarily better than cheap one. Not many people know this and they suffer from all kinds of diseases. Needless to say, prevention is better than cure. We should do everything possible to prevent diseases. Eating wisely is one of the best ways of keeping fit.

Notes

Paragraph 1 explains how food habits differ from country to country with examples.

Paragraph 2 mentions the kinds of food people eat on special occasions.

Paragraph 3 explains the danger of malnutrition.

Paragraph 4 stresses the need for prevention of diseases by eating wisely.

The Person I Admire Most

My mother is the person I admire most — She is a loving and caring sort of person — She cares for the health of the family — She is frugal in her habits—She is a woman of quiet temperament

I admire many people. But the person I admire most is my mother. She took immense trouble in bringing me up. Right from my birth I was a delicate child. I used to fall sick quite often and needed looking after. She never forget what she has done for me. Without her care and nursing, I would have died.

She has a domestic help. She does the chores such as cleaning, washing and grinding the spices. But my mother does her own cooking. She keeps saying that clean and healthy foods are, essential for good health. So how you prepare food and what kind of food you prepare are extremely important. These things cannot be left to the maid. Maids have no sense of hygiene and they are unaware of what is good for us. My mother puts the health of the family above everything else.

My father is a man of moderate means. He is a civil servant. He hands over all his income to my mother and she is never wasteful. She manages the family nicely with the money my father earns. She never studied home economics, but she knows how to economise without being stingy. This is indeed a good quality of a housewife.

My mother is a woman of quiet temperament. She never loses her temper under any circumstances. With her nice manners, she has won the love and respect of all her neighbours. Her relations are very pleased with her. Above all, she cares for my father and gives him mental support in his hour of distress. She is indeed an angel in human form.

Notes

Paragraph 1 mentions the mother as the person the speaker admires most.

Each of the paragraphs that follow explains his or her reason.

Paragraph 2 mentions her loving care for the speaker.

Paragraph 3 speaks of her care for her family.

Paragraph 4 speaks of her quiet temperament which has won love and respect from all.

Domestic Helps

The work of domestic helps — their treatment by their employers — the treatment they deserve

Almost every home in this country employs domestic helps usually called servants and maid-servants. They do the household chores, such as washing, cleaning and grinding spices. In homes where the wives work outside, the domestic helps do the shopping, cooking and looking after the children. When their masters and mistresses come home from their offices, the helps lay the table, serve food and clear the table after the meal is over. They make life easy for the members of the family.

Sometimes domestic helps are badly treated by their masters or mistresses. In doing their daily chores, the helps naturally make mistakes, break plates or fail to do the chores satisfactorily. These often make their employers angry and they beat them mercilessly or keep them locked without giving them food and drink. We often read in the newspapers of cases where they succumb to injuries inflicted on them. This is simply inhuman. One fails to understand how educated people can behave like this.

Domestic helps are not angels. They are fallible human beings like most of us. Sometimes some of them are involved in crimes. Theft, robbery, even murders are committed by domestic helps. So one should be careful in employing them. Their photographs, their addresses and their credentials by their former employers should be considered before we employ them. This will minimize the number of crimes committed by domestic helps. However, if a help misbehaves or steals valuables of his/her work is unsatisfactory, he or she should be paid - and sent away without being rude or cruel. Under no circumstances can inhuman treatment be justified. Such treatment is also a criminal offence and the offenders are liable to punishment under the law. As human beings, we should be kind and sympathetic to our social inferiors. Our religion also enjoins this.

Notes

Paragraph 1 explains why we employ domestic helps.

Paragraph 2 gives details of the chores they are required to do.

Paragraph 3 deals with the maltreatment of domestic helps by their employers.

Paragraph 4 stresses the need for kind treatment of domestic helps.

Birthdays

Introduction — how birthdays are celebrated — why birthdays are celebrated

Many people in this country celebrate the birthdays of their children. Friends, relatives and neighbours are invited to the parties. They come with various gifts wrapped in coloured paper. When they come, they are greeted with bright smiles by the parents of the child.

The entire house is decorated with balloons and streamers. The child is dressed in new clothes. So are his friends who come to the party. The dining table is full of delicious dishes and there is invariably a big rich cake. Candles are lit. The guests stand around the table waiting for the cake to be cut. The child is brought to the table. A knife is handed over to him. If he is not old enough to cut it himself, someone helps him to do so. Then a round of applause follows. The guests sing 'Happy Birthday to You' several times. The food is placed on the plates which are then handed round. Smiles and jokes go on during the eating. This is followed by songs. The camera clicks on during the whole programme.

When the programme is over and the table is cleared, the presents are unwrapped. This is an exciting moment. Everybody is anxious to know the presents the child has got. The presents vary from person to person. Some give toys, some books, some clothes, some photo albums, some rings or necklaces.

Notes

Paragraph 1 describes birthdays as very common in this country.

Paragraph 2 explains how people celebrate the birthdays of their children.

Paragraph 3 explains why birthdays of children are celebrated.

New Year Celebrations in Bangladesh

Why we celebrate the New Year — why we celebrate both Christian New Year and Bengali New Year — how we celebrate it — how we can make the celebrations meaningful

People all over world celebrate the New Year with great enthusiasm. In Bangladesh we celebrate both the Christian New Year and the Bengali New Year. We celebrate the first because life in this country is regulated by the Christian calendar. We get paid according to this calendar. Our holidays are fixed according to this calendar. It is also used in our business relations with other countries. We celebrate the Bengali New Year because the vast majority of the people in this country go by the Bengali calendar. Such occasions like marriages, birthdays, payment of arrears in shops, opening new account books, harvest festivals - all these are related to our own calendar. Naturally we welcome the Bengali New Year.

How do we celebrate the New Year? Urban people send out greeting cards to their friends and relatives. Sometimes young people go wild at night and create law and order problems. All decency is thrown to the winds. Recently the government has taken adequate measures to control unsocial behaviours. As part of the celebration, cultural functions are arranged. In these functions songs and dances are presented. People dressed in their best clothes flock to these functions.

Games and sports are held. Special food is served. Balloons are released. In rural areas boat races take place. In towns and cities buildings are illuminated. Fire works are let off. Newspapers bring out special supplements. Television channels put out special programmes. Meetings are arranged. In these meetings poems celebrating the New Year are recited. Solemn speeches expressing New Year resolutions are made.

Although we express the hope that the New Year will bring health and happiness for all nothing concrete is done to implement the pious hopes. Life goes on as before. All resolutions are forgotten. All promises remain unfulfilled. The nation and the individuals should draw up programmes to translate what we promise to do. By the end of the year, we should take stock of our achievement during the year. This is how we can make the New Year celebrations meaningful.

Notes

Paragraph 1 explains why we celebrate the New Year.

Paragraph 2 explains why we celebrate both Christian New Year and Bengali New Year.

Paragraph 3 give details of the celebrations.

Exercises

1. Your Close Friend

Hints: How you came to be friends ----- the things you have in common ----- his likes and dislikes ----- his character.

2. Road Accident

Hints: How common are they ----- causes of road accidents ----- the consequences of road accidents ----- how to minimize accidents.

3. Soft Drinks

Hints: The popularity of soft drinks ----- role of television advertisements in popularizing soft drinks ----- the harmful effects of such drinks

4. The Rainy season in Bangladesh

Hints: The duration of the rainy season ----- its good effects ----- its unpleasant aspects

5. A Picnic

Hints: Journey to the picnic spot ----- the location of the picnic spot ----- description of the picnic spot ----- the cooking of food ----- the eating ----- the return journey

6. A Village Market

Hints: Description of the market area ----- the arrangement of the makeshift shops ----- the items sold in the market ----- the haggling about prices of things ----- buyers going home with their baskets full

7. Kazi Nazrul Islam

Hints: Kazi Nazrul Islam is our national poet ----- why he has been selected as our national poet ----- the variety of his works ----- his contribution to Bengali literature

8. Banks

Hints: Definition of banks ----- kinds of banks ----- how they serve people ----- the benefits of clients ----- the benefits of the nation

9. The Annual School Sports

Hints: The time of the annual sports ----- the preparation for the sports ----- the inauguration of the sports ----- the important event ----- the music during the sports ----- the prize-giving at the end of the programme

10. Handicapped Children

Hints: Who are handicapped children ----- their problems ----- what we as individuals should do for them ----- what the society should do for them

Sample Test
English Second Paper
 Class Six and Seven
 Full marks : 50
 Time: 2 hours

[Answer all the questions. Figures in the margin indicate full marks]

Section: Grammar

1. Fill in the gaps with *a*, *an* or *the* and put a cross (x) where no article is needed. 0.5x8=4

A: I need to make (a) appointment with my dentist.

B: Why don't you use my phone?

A: Thank you. Oh dear, I can hear (b) engaged tone. I'll try again later.

B: Which dentist do you go to?

A: I go to (c) one next to (d) supermarket on (e) Tajmahal Road.

B: How is he?

A: He's (f) excellent dentist! You hardly feel any pain when he pulls out (g) tooth.

B: Could I have (h) telephone number of your dentist, please? My grandmother needs to have her teeth checked.

A: Of course. It's 9663422.

Answer: (a) an, (b) an, (c) the, (d) the, (e) X, (f) an, (g) a, (h) the

2. Abir is writing to his sister from a tourist lodge in Cox's Bazar. Choose the correct preposition from the box and fill in the gaps. 0.5 x 8= 4

| | | | | | | |
|------|------|--------|----|----|------|-------|
| till | inX2 | behind | at | on | from | under |
|------|------|--------|----|----|------|-------|

Hi Tina!

We're looking forward to seeing you (a)next Sunday

(b) the St. Martin's Island. We're having a great time here. Panna

and I run (c) the mornings. Alok gets our breakfast (d) a local restaurant. Then from about ten o'clock (e) lunch we do what we want. (f) night, we cook our meal. There's a wood (g) the hotel and sometimes I go for a walk. I am now writing you sitting (h) a Banyan tree. The weather is beautiful here. We are missing you a lot.

See you soon.

Abir

Answer: (a) on, (b) in, (c) in, (d) from, (e) till, (f) at, (g) behind, (h) under

3. Complete the text using the words in the box as needed. **0.5 x 10 = 5**

| | | | | | | | | | |
|---------|-----|-------|---------|-----|----|------|----|-------|-----|
| Teacher | and | quick | missing | but | go | good | so | worry | sit |
|---------|-----|-------|---------|-----|----|------|----|-------|-----|

Hello Nina,

This is just a (a)..... e-mail. I hope you're getting well (b) will be back at school on Sunday. I know you are worried about the (c) classes. Don't (d) Here is a list of homework.

Maths: Finish page 72 and 74 (e) don't do page 73. (f) said we'll do it next lesson.

Chemistry: (g) through the pages from 67 to 82 and do the exercises. We will (h) for a class test on Thursday.

I didn't get (i)..... marks in the last class test. (j) I'm going to study really hard this time.

Take care.

Deepali

Answer : (a) quick, (b) and, (c) missing, (d) worry, (e) but, (f) Teacher, (g) go, (h) sit, (i) good, (j) So

4. Make four sentences from the following substitution table. **1 x 4 = 4**

| | | |
|---|-----------|---|
| It's better to Plastic bottles Extracting petroleum So we should | be use | bad for the rainforest. made from petroleum. use plastic bottles again and again. glass bottles. |
|---|-----------|---|

Answer : It's better to use glass bottles. Plastic bottles are made from petroleum. Extracting petroleum is bad for the rainforest. So we should use plastic bottles again and again.

5. Read the following text and change the sentences as directed. **1X5=5**

a) Bangladesh is beautiful. (Make it interrogative.) b) Rabindra Nath titled this country 'Sonar Bangla'. (Make it Passive.) It is one of the greenest countries in the world. c) This country was ruled by the British and the Pakistani people before independence. (Make it active.) The country has so many beautiful aspects. The Sunderbans, the mangrove forest, is really wonderful. d) Cox's Bazar sea beach is the longest in the world. (Use positive degree). People here are very liberal. e) How proud we are of our country! (Make it a statement sentence.)

Answers :

- a) Isn't Bangladesh beautiful?
- b) This country was titled 'Sonar Bangla' by Rabindra Nath.
- c) The British and the Pakistani people ruled this country before independence.
- d) No other sea beach in the world is as long as Cox's Bazar.
- e) We are very proud of our country.

6. Fill in the gaps with the right forms of verbs in the brackets. Question a and e have special instructions in the brackets for the use of verbs. **0.5 x 8=4**

My name is Bibha. I live with my mom. My dad (a)('live' in the negative)..... with us because he (b)(work)..... in Saudi Arabia. I haven't got any brothers or sisters and so I (c)(spend)..... a lot of time with my cousin Tushi. I often remember the days with my dad. When I (d).....(be)..... a baby, I (e).....('make' expressing habit).....my dad a horse to take a ride. Not only that, every day he (f).....(tell)..... me many interesting stories. My mother nowadays says that we (g).....(shift)..... to Saudi Arabia soon, but I really don't want to leave this country. Rather, I prefer my father to (h)(stay)..... here with us.

Answer: (a) does not live, (b) works, (c) spend, (d) was, (e) used to make (f) told, (g) shift, (h) stay

7. Use appropriate punctuation marks and capital letters where necessary.
0.5 x 8 = 4

"lend me your pen please", asad asked. i took my pen out of my pocket. "i'll give it back to you in a moment" he promised. "don't worry you can keep it as long as you want" i said.

Answer: "Lend me your pen please," Asad asked. I took my pen out of my pocket. "I'll give it back to you in a moment," he promised. "Don't worry, you can keep it as long as you want," I said.

Section : Composition

8. Suppose the Bangladesh Foundation has an advertisement in the National Dailies to form a Young Learners Group. Write an email in 150 words to the Manager requesting him to send you a Membership Form. **08**

9. Write a composition on Pohela Boishakh Celebration this year in 200 words. Include the following points : **12**

What is Pohela Boishakh?

Where did you celebrate the day this time?

Who was/were with you?

What did you do?

What did others do?

How did you feel?

Guidelines for question setters and markers

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry $\frac{1}{2}$ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ questions, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, evaluating or producing information). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. No need to copy the whole sentence from the question paper to answer the questions.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on the level of difficulty and length of the text, information transfer and True/False

questions can be set from the same text. Alternatively two different texts can be used for two different tests. The latter is more encouraged.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid extra language in the stem. Some think extraneous details make a question more complex. Moreover, they most often just add to the students' reading time. This reduces the number of questions you can put on a test reducing the reliability of the test.
- Include any language in the stem that you would have to repeat in each answer option.
- Answer options should be about the same length and parallel in grammatical structure. Too much detail or different grammatical structure can give the answer away.
- Limit the number of answer options to four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that should be familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the accuracy of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like "all", "always" and "never" or vague words or phrases like "usually", "typically" and "may be" in the answers.
- Avoid using "All of the above" or "None of the above" as an answer choice.

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as "all," "always," "never," "only," "nothing," and "alone."
- The use of words like "more," "less," "important," "unimportant," "large," "small," "recent," "old," "tall," "great," and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii. iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4 . Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items :

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units(e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular

grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. **Make sure there is no overlapping or repetitions in the questions you have set.** Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $\frac{1}{2} \times 10 = 5$ or $1 \times 5 = 5$
(depending on the level of difficulty).

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the **changed** sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, SS will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. I etc), they will get full credit. Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper. However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this :

a. x b. ✓ c. ✓ d. x e. ✓ f. ✓ g. x h. x i. ✓ j. x the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure that your learners are answering the questions in writing the paragraph. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The more the better. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as

grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind :

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom.

15. Writing letters/emails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For emails, student must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned here too.

16. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Don't ask students to produce any graph on the answer sheet. They will only describe it.

The end